

ENGLISCHES SEMINAR
RUHR-UNIVERSITÄT BOCHUM

Seminarinternes
Vorlesungsverzeichnis & Modulhandbuch

M.Ed.-Studiengang
im Fach Englisch

Wintersemester 2023/24

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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 16.10.2023. 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 11.09.2023, 09.00 Uhr, bis 27.09.2023, 23.00 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 Wintersemester 2023/24

Prof. Dr. Sebastian Berg
Prof. Dr. Laura Bieger
Prof. Dr. Kornelia Freitag
PD Dr. Uwe Klawitter
Prof. Dr. Christiane Meerkord
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
Lernergebnisse: Die Studierenden verfügen über vertiefte Kenntnisse in ausgewählten schulrelevanten Gebieten der Linguistik, Literatur- und Kulturwissenschaften bzw. in zusammenhängenden Bereichen dieser Disziplinen (z.B. Shakespeares Dramen und Shakespeares Sprache); kennen ausgewählte Theorien und Methoden und können diese selbstständig und kritisch auf neue Themen anwenden, sie für Problemlösungen nutzen und ihre fachliche Bedeutung und Reichweite einschätzen; können fachwissenschaftliche Fragestellungen zu schulrelevanten Themen entwickeln und bearbeiten; sie können sich in neue für das Unterrichtsfach relevante Phänomene und Entwicklungen selbstständig einarbeiten; haben ihre Darstellungs- und Reflexionsfähigkeit professionalisiert und verfügen über die Fähigkeit, unterrichtsrelevante Themen fachwissenschaftlich begründet zu beurteilen; erhalten Anregungen für die Durchführung von fachwissenschaftlich motivierten Unterrichtsprojekten (z.B. Englisch als internationale Lingua franca).				
Inhalte: Das Fachwissenschaftliche Modul besteht aus Lehrveranstaltungen, die aufbauend auf dem B.A.-Studium für das Unterrichtsfach Englisch schulrelevantes fachwissenschaftliches Wissen und ebensolche Beschreibungsverfahren in den Bereichen Literatur- und Kulturwissenschaften 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.				
Besondere Lehrformen: Neben Vorlesung und Lehrvortrag, Gruppenarbeit, Gruppen- und Plenumsdiskussion und (kreative) Projektarbeiten; zusätzlich E-Learning-Elemente				
Prüfungen: Die Modulprüfung in mündlicher Form (40 Minuten) überprüft alle in den Teilveranstaltungen erworbenen Kompetenzen. Sie wird von einem/einer oder zwei PrüferInnen in angemessenem Umfang auf Englisch abgenommen. Die erfolgreiche Teilnahme an den drei Veranstaltungen des Moduls ist Voraussetzung für die Anmeldung zur Modulprüfung.				

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

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

Modulbeauftragte: die in dem Modul lehrenden HochschullehrerInnen

Vorlesungen

050 612

Discourse Analysis and Conversation Analysis, 3 CP

2 st. mo 12-14

HGB 10

Meierkord

This series of lectures concerns itself with linguistic structures beyond the sentence, i.e. with the analysis of spoken conversation and written texts. It will introduce students to the most influential schools that have dealt with discourse and conversation up to now. We will discuss approaches from more structural branches of linguistics as well as from sociolinguistics and corpus linguistics. Besides purely linguistic concepts and methods, this will also include early reasoning and research from the fields of philosophy, anthropology, and sociology.

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

050 624

Shakespeare's Comedies, 3 CP

2 st. di 8.30-10

HGB 20

Weidle

The lecture will give an overview of Shakespeare's comedies and discuss some of them in greater detail, such as *The Comedy of Errors*, *The Taming of the Shrew*, *The Merchant of Venice*, *A Midsummer Night's Dream*, *The Merry Wives of Windsor*, *Much Ado About Nothing*, *Twelfth Night*, and *As You Like It*. To which extent I will be discussing the two 'problem plays' *All's Well that Ends Well* and *Measure for Measure*, depends on the time available. I will touch upon what I believe to be the most interesting and relevant aspects of each play with respect to notions of genre, power, gender, love, identity, sexuality, patriarchy, dramaturgy and staging, to name only a few. Although the plot of each play will be briefly summarized at the

beginning of each lecture a general familiarity with the plays and the genre of comedy is expected.

The Powerpoint presentations will be made available on Moodle. There is no need to purchase a course book. Nevertheless, for those who are interested in preparing or reading up on 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 a 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]

Leggatt, Alexander, editor. *Shakespearean Comedy*. CUP, 2010. [collection of essays on different aspects of Shakespearean comedy, such as theories of comedy, genre, literary context, love, sex, gender]

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*. ESV, 2013. [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 reference work, includes index]

For the plays I recommend the Norton or Arden edition of the complete plays.

Assessment/requirements: short oral exam.

050 636

Restoration Comedy and Culture, 3 CP

2 st. do 8.30-10

HGB 20

Niederhoff

This lecture will provide an introduction to one of the most brilliant episodes in the history of English comedy: the four or five decades after the Restoration of the monarchy (and the theatre) in 1660. There will be some emphasis on how closely the plays are entangled with the values, customs, institutions and politics of the period – Charles II, the recently restored king, for instance, was a fan of comedy and a frequent member of the audience. The following topics will be discussed: the genre of comedy and how it developed after 1660; the language of the plays, in particular the devices that constitute the contemporary ideal of wit; the conflict between "Whigs" and "Tories" and how it was represented on the stage; the theatre as an institution, including actors, audiences, ticket prices etc.; gender roles and the double

standard in sexual morality; the softening of attitudes and the turn towards sentimental comedy around 1700; and the subsequent vilification of Restoration comedy as immoral and obscene that has had a profound impact on the criticism of the plays and their stage history. Students will have to read William Wycherley's *The Country Wife* as well as excerpts from other plays and texts. M.A. or M.Ed. students might consider taking this lecture in combination with my seminar "The Rise of the Novel: Aphra Behn's *Oroonoko* and Daniel Defoe's *Robinson Crusoe*", which is about two novels from the same period (Thu 10-12). The lecture will be given in a series of videocasts, ideally available well in advance, and there will be a number of Zoom meetings giving students the opportunity to ask questions.

Assessment/requirements: written or oral exam.

050 646

North American Literature and Culture: Cold War to Present, 3 CP

2 st. mo 14-16

HGB 10

Bieger

This is the third part of a three-part lecture series, and it provides a historical and thematic overview of North American culture from the Cold War to present. In discussing paradigmatic texts of literary and intellectual history of this period side by side with major developments in the visual arts, architecture, media and popular culture, we will explore the cultural forms and practices emerging in North America as a consequence of its colonization and the founding of the US American nation-state as a highly pluralized and paradigmatically modern culture that thrives on the intersecting and at times colliding forces of democratization, individualization and commodification.

The aim of this course is to lay the foundation for the study of North American literature and culture and at to help students make informed choices of other courses in the modules "Amerikanische Literatur" and "Cultural Studies (USA)". Each part of the lecture series can be attended separately.

Texts: a course pack with all reading material will be provided via Moodle. MA/MEd-students will also read Don DeLillo's novel *Cosmopolis* (2003). I recommend that you purchase your own paper copy of this novel.

Assessment/requirements: regular reading and final exam (in the final week of the lecture period).

050 65719th-Century British Culture, 3 CP

2 st. di 14-16

HGB 20

Pankratz

It was the best of times; it was the worst of times. In the British empire the sun (almost) never set; industry and trade flourished; men were real men, women real angels and queen Victoria the epitome of respectability and earnestness. Some people, however, questioned the importance of being earnest. Even more criticised the price that had to be paid for prosperity and dynamics. As not only Marx and Engels pointed out, the working conditions in the factories and living conditions in industrial cities were far from satisfactory. Women, people without property or with the wrong religion were excluded from political participation. Illicit sexuality was both immensely popular and severely policed.

The aim of the lecture course is to give a survey of the most important trends in British 19th-century culture, covering developments in history, politics, literature and the arts. The discourses of progress and stability will be juxtaposed with dissenting voices undermining the norms by pointing out their flaws and paradoxes.

On the meta-level, the lecture course will also be paradoxical, combining old and new: it will be a conventional, post-COVID-19, weekly, on campus, face-to-face course with elaborate online components (the details of which will be presented and discussed in the first session). It will be credited on a pass/fail basis.

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

Übungen

050 620

English Linguistics – Current Models and Methods, 3 CP

2 st. do 8.30-10

GB 6/137

Meierkord

Following its spread throughout the world, English is now typically used in interactions of speakers who have different first languages and who are multilingual. This course serves to introduce students to the various models that aim to capture this development and to the empirical methods (data collection, data representation, and data analysis) used to describe and research these modern uses of English. Students will be required to collect data and must be willing to analyze these regularly. They should also be willing to report on their own projects and to actively discuss each other's work, in class or online.

Assessment/requirements: all students need to complete three written assignments, which will be assessed for their final grade: one Praat analysis (investigating phonetics), one Antconc analysis (analysing grammar), and one qualitative analysis (observing language attitudes). All assignments are due by March 31, 2024.

050 702

Social Stratification in English, 3 CP

2 st. mi 10-12

GB 6/131

Meierkord

Ever since sociolinguistics was established in the middle of the last century, scholars have described English as not only differing regionally, in the form of dialects, but also socially. That is, users of English of different social classes, genders, ethnicities and age groups vary as regards their uses of English, the form that their English takes and the attitudes and ideologies they hold. In this course, we will look at such social variation in users of English as a first, second and foreign language, including pidginised and creolised varieties.

Assessment/requirements: active participation (min. 67%) and reading, contributions to Moodle forums and online activities, in-session presentation.

050 703

English in Australia and New Zealand, 3 CP

Blockseminar

GABF 04/614

Meierkord

Vorbesprechung: 11.10.23, 12-14

Termine: 03.11.23, 24.11.23, 15.12.24, 19.01.24, jeweils 14-18

Established as settlement colonies, Australia and New Zealand became home to large numbers of originally British citizens contributing to a multiethnic and multilingual population. This course will deal with Australia and New Zealand as two countries where first and second language varieties of English as well as English-based pidgins and creoles contribute to the countries' linguistic ecologies. It will focus on varieties of English that have been spoken by the original settlers and their descendants, the Aboriginal and Maori populations, and by more recent immigrants to the country.

After an introduction to the linguistic ecologies of the two nations, we will discuss the different forms which English has assumed and take a brief look at individual pieces of literature that have been written in these varieties of English. Australia and New Zealand will also serve to introduce students to more general aspects of the global spread of English and of the features found with second language varieties and with pidginised forms of English.

Assessment/requirements: active participation (min. 67%) and reading, contributions to Moodle forums and online activities, in-session presentation.

050 705

Grammaticalisation vs. Lexicalisation, 3 CP

2 st. di 14-16

GB 6/137

Müller, T.

One of the classic views of functional linguistics is expressed in Talmy Givón's famous formula "today's morphology is yesterday's syntax". Yet the view that grammatical categories evolve out of lexical ones goes at least back to Wilhelm von Humboldt in the early 19th century. The concept of *grammaticalisation* shows us that grammar is not a dull and static system that simply exists, but is, in fact, constantly changing and keeps developing new forms. So, reformulating Givón, the grammar of the future is shaped by the discourse of today. Sometimes, however, linguistic material does not end up as part of grammar, but evolves into productive means of forming new words. This is called *lexicalization*. We will look at both processes and will try to investigate how they operate, focusing particularly on historical developments in the English language.

Assessment/requirements: active participation, reading, two written assignments.

050 707

Transcultural Shakespeare Adaptations East and West, 3 CP

2 st. mo 10-11.30

GB 6/137

Weidle

Joint hybrid course with Prof. Yukari Yoshihara from the University of Tsukuba, Japan. This course will start one week early, on 9 October 2023!

This course is a cooperation with Professor Yukari Yoshihara from the University of Tsukuba (Japan) and will include ca. five joint hybrid sessions with Prof. Yoshihara's class. In the first part of the course (ca. sessions 1-3), lectures by Prof. Yoshihara and myself will provide the necessary context information on Shakespearean tragedy (form, features, literary and cultural context, development, themes, motifs, etc.) and on some of the most popular Japanese genres, media and traditions that have been influential in adapting Shakespeare (No-theatre, Manga, Anime, Cosplay etc.). In the middle part (ca. sessions 4-9) our two classes will focus on two of the most popular tragedies when it comes to adaptations, *Romeo and Juliet* and *Hamlet*, and selected reworkings. The final block (ca. sessions 10-14) will take place without Prof. Yoshihara's class and engage with adaptations on a more general level by considering different concepts of and approaches to intertextual relations (e.g. adaptation, transposition, reworking, transformation etc.).

At this stage (31 May 2023) Prof. Yoshihara and I haven't decided yet which adaptations we want to discuss in the course, so please check my homepage in August/September for more details. All the material and secondary texts (except the Shakespeare plays) will be made available. As usual, I suggest obtaining the latest Arden editions of Shakespeare's plays.

Assessment/requirements: active participation, undivided attention in class (no texting!), short written assignment (to be specified at a later stage).

050 708

Diversity and Community in Shakespeare, 3 CP

2 st. di 10-12

GB 6/131

Weidle

In preparation of the next spring conference "Diversity and Community" of the German Shakespeare Society to be held in Bochum from 19 to 21 April 2024, this course will explore Shakespeare's treatment of outsiders and 'the other'. Representatives of marginalized groups appear in virtually every work of his: Jews in *Merchant of Venice*; people of colour in *Othello* and *Titus Andronicus*; foreigners in *The Merry Wives of Windsor*, *The Comedy of Errors* and some of the history plays; people with disabilities in *Richard III*; illegitimate children in *King Lear*, *King John* and *Much Ado About Nothing*, prostitutes and criminals in *Measure for Measure* and *Pericles*, indigenous people in *The Tempest*; illiterate people in *The Merry Wives of Windsor* and *Much Ado About Nothing*, and characters that express homoerotic desires (the Antonios in *The Merchant of Venice* and *Twelfth Night*, Rosalind and Celia in *As You Like*

It, Valentine and Proteus in *The Two Gentlemen of Verona*, the poet and the youth in the *Sonnets*), to name only a few such groups and examples.

In this course we will focus on the three comedies *The Comedy of Errors*, *The Merchant of Venice* and *The Merry Wives of Windsor* (beginning with *The Comedy of Errors*) to investigate various aspects and questions concerning the relationship between normative and deviant aspects and members of early modern English society. What was considered normal and deviant in Shakespeare's time? How is deviant behaviour assessed in the context of genre expectations and the plays' endings? Are tensions within society in the end resolved or exacerbated? What happens to those characters deemed different? Does Shakespeare subscribe to or criticize the orthodoxies of his time?

The secondary texts will be made available on Moodle. For the plays I suggest, as usual, the latest Arden editions.

Assessment/requirements: active participation, undivided attention in class (no texting!), short presentation in class (and possibly to be presented during the conference in April 2024).

050 709

The Rise of the Novel: Aphra Behn's *Oroonoko* and Daniel Defoe's *Robinson Crusoe*, 3 CP

2 st. do 10-12

GB 6/131

Niederhoff

In this seminar we will study Aphra Behn's *Oroonoko* (1688) and Daniel Defoe's *Robinson Crusoe* (1719), two novels that have a lot in common. They stand at the beginning of what is called 'the rise of the novel' in the 18th century; they have become canonical (*Robinson Crusoe* almost immediately, *Oroonoko* with a delay of almost 300 years); a substantial part of the narrative is set in the coastal region of South America; non-European characters figure prominently; and colonialism and slavery are important themes. We will first approach the novels intrinsically, focusing on standard features of narrative, e.g. narrator, character and plot. Then, we will discuss critical studies that focus on various contexts such as history of ideas, religion, contemporary politics, colonialism and feminism.

Required texts:

Oroonoko and Other Writings, Oxford UP, 2009 (9780199538768)

Robinson Crusoe, Penguin, 2003 (9780141439822)

Assessment/requirements: review of a critical study.

050 713

Reading *Hamlet*, 3 CP

2 st. mo 12-14

GABF 04/252

Klawitter

In this class we will engage in a close reading of *Hamlet*. Considering major aspects of Shakespeare's 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.

050 714

Gothic Atwood, 3 CP

2 st. di 10-12

GB 6/137

Niederhoff

Margaret Atwood is probably the best-known living Canadian author. She has been prolific in many different genres: the novel, the short story, poetry, children's literature, and literary criticism. Currently, she is best known for her feminist and environmentalist dystopias, e.g. *The Handmaid's Tale*, first published in 1985. In this course, however, we will focus on the Gothic strand in her writing, reading two novels, *Surfacing* (1972) and *Alias Grace* (1996), and a selection of other texts. Prominent themes in these novels are memory, trauma, the victimisation of women and their response to this victimisation.

Required texts: *Surfacing*, Virago, 1997 (9780860680642); *Alias Grace*, Virago, 2019 (9780349013077). Other text will be made available in the Moodle course.

Assessment/requirements: written assignments

050 717

Contemporary British Poetry, 3 CP

2 st. mi 10-12

GABF 04/252

Klawitter

"We are in the middle of a large-scale renaissance of poetry in Britain today. It began in the late seventies and is still going strong. Never even in the most glamorous eras of English poetry, like the Elizabethan or Victorian, have so many published poets been developing new ways of saying things to people in so many different parts of society." This assessment by the poet-critic Ruth Padel (Introduction to *52 Ways of Looking at a Poem*. Vintage, 2004, 1) is a good keynote to the course.

In class we will investigate the rich diversity of contemporary poetic writing in Britain by focusing on interests that are shared by many poets: personal relationships, cultural identity, history, politics, the media, the environment, the relation of poetry to other arts and, of course, poetry itself. These themes will be explored through the analysis of challenging poems and their close contextualization. Most of the poems selected for discussion are by already established British poets.

All texts will be made available through Moodle.

Assessment/requirements: test; active participation and thorough preparation of the texts set for discussion.

050 722

The Art of the Essay: From Theory to Media Practice, 3 CP

4 st. do 12-16, 14-tgl.

GABF 04/252

Bieger

Kurstermine: 19.10, 26.10., 09.11., 23.11, 07.12.2023

Symposium: 19.01.2024 (GA 1/153)

This course explores the essay in theory, (media) history, and practice as a form and practice of political art. We will discuss the essay's alleged artfulness (based on theorizations by George Lukács, Theodor Adorno, Max Bense, and Haroun Farocki) side by side with its distinctive politicalness (based on essays by Black/queer/feminist writers such as James Baldwin, Audre Lorde, Ta-Nehisi-Coates, The Otolith Group, and Imani Perry) to gasp how aesthetics and politics mutually shape its form. But the essay does not only exist in writing, which is why we'll also trace its proliferation across different media, including photo essays, video essays, and the essay film.

Here are some of our guiding questions: why does Adorno think of the essay as "the critical form *par excellence*" and how has this form changed over time? Why does essayistic writing have the reputation of being non-academic or the essay film the reputation of not being a

proper documentary film? What makes the essay such a powerful tool of public engagement? Since when do so many essayists draw on the personal and why might this be problematic? How does the mixing of word, sound and image expand the essay's reach? What does it take to write or produce a good essay today?

The course has three parts. In the first part, we'll establish an understanding of the essay as a driving force of political art. In the second part, students will work individually or in groups on their projects. These projects can be critical reflections of the essay, or they can combine critical reflection with the making of their own essay. In the third part, we will convene to discuss the results. This symposium, which takes place on January 19 is the capstone of the course. You cannot get credit for this course if you are unable to attend the symposium.

A course pack with all reading material will be made available via Moodle at the beginning of the semester.

Assessment/requirements: active participation, expert group, response paper (2-3 pages), a written response (2-3 pages) to a project presented at the symposium.

050 723

Postwar Psyche: Psychoanalysis and US Culture in the Cold War Era, 3 CP

2 st. mi 12-14

GB 6/137

Sedlmeier

This seminar examines the vast impact of psychoanalysis (both as therapeutic practice and as theoretical framework) on US culture of the Cold War era. Focusing on the 1950s and 1960s, we want to trace this impact by looking at films, literary works, cultural criticisms, and cultural theories that draw on the insights of psychoanalysis in their diagnosis and/or depiction of a 'postwar psyche'. Psychoanalysis supplied the terms by which both the Cold War social order and the rebellion against it were interpreted. On the one hand, the emergent white suburban culture, the idealized model of the nuclear family, and the pressures of Cold War conformity were discussed in terms introduced by Freud, such as "oedipal family structure", "neurosis", or "repression". On the other hand, various forms of opposition to dominant social and political structures and the psychological predicament associated with them – from rebellious adolescents in the 1950s to the formation of countercultures and radical protest movements in the 1960s – were also framed in Freudian terms. Psychoanalysis seemed to offer insights helpful in overcoming repression and neurosis and gearing the individual and culture towards liberation.

Starting with some basic texts by Freud, who theorizes a new notion of the individual and develops this notion into a cultural theory, the seminar traces Freudian paradigms in a variety of texts. These paradigms not only influence cultural debates, but they also figure prominently in the production and reception of the arts. Whether texts conceive of psychoanalytic insights as liberating by celebrating 'sex, drugs, and rock'n'roll', or whether they use these

insights to explore the pathologies inherent to modes of social organization, they all probe the conditions and manifestations of a 'postwar psyche'. We discuss literary texts such as Tennessee Williams, *Cat on a Hot Tin Roof* (1955) and James Baldwin, *Giovanni's Room* (1955); films like *Rebel without a Cause* (1955, dir. Nicholas Ray), *The Manchurian Candidate* (1962, dir. John Frankenheimer), and *Dr. Strangelove* (1964, dir. Stanley Kubrick); and pieces of cultural criticism such as Normal Mailer, "The White Negro" (1957), Susan Sontag, "What's Happening in America" (1966), and Herbert Marcuse's *One Dimensional Man* (1962).

Please note: the seminar will be co-taught with Dr. Magda Majewska (Goethe University Frankfurt). We will have a few introductory sessions in the Wednesday slot. These provide the basis for two symposia, where students from Frankfurt and Bochum will meet up on Fridays and Saturdays. We intend to schedule these symposia for Dec 15 & 16 (in Bochum) and for Feb 2 & 3 (in Frankfurt or on Zoom). The seminar will be a great opportunity to collaborate with students from a different university and discuss exciting criticism, literature, and films. For more information, please contact florian.sedlmeier@rub.de.

Assessment/requirements: two short essays à 1,500 words.

050 724

Multiculturalism, 3 CP

2 st. mi 14-16

GB 6/137

Sedlmeier

The current omnipresence of catchphrases such as 'identity politics' and 'cultural diversity' may create the impression that the discourses associated with these phrases are a recent phenomenon. This is not the case. The discourse of cultural difference has a long history, whether we conceive of North America as a settler colonial project or of the US as a nation of immigrants. It is not until after World War II, however, that multiculturalism emerges as a critical concept and generates others such as identity politics and cultural diversity. Against the backdrops of global decolonization and the domestic civil rights movement, multiculturalism plays a key role in the formation of ethnic studies institutes at universities. This academic institutionalization has profound consequences for research agendas, for the ways in which literary histories are written, and for the general discussion of American culture(s). Debates about the exclusionary mechanisms of the canon, which start in the universities ca. 1980, carry over to the public sphere, where intellectuals battle with polemic rhetoric in the so-called 'culture wars'. In these 'wars' some critics articulate anxieties about the disintegration and disuniting of America, while others question the necessity of unity or universalism to being with.

In the seminar we will explore key concepts that structure the discourse of multiculturalism, including experience, identity, and particularism. At the same time, the very notion of distinct cultural entities is being called into question by scholars who develop concepts of cultural hybridity and syncretism that point to the risks of essentializing differences. What is more,

intersectional approaches, which are initially developed by legal scholars, help to foreground the diversity from within constructs such as Asian American, Mexican American, or African American culture. We will examine these issues by looking at various materials, including anthologies, cultural criticism, journalism, legal cases, literature, movies, and theories. The goal is, not the least, to historicize the present by looking at the not so very distant past.

Suggested readings:

Chicago Cultural Studies Group, "Critical Multiculturalism" (Critical Inquiry 18.3, 1992, 530-555)

George Crowder, *Theories of Multiculturalism: An Introduction* (Polity Press, 2013)

Chang-rae Lee, *Native Speaker* (Riverhead, 1995)

Assessment/requirements: two short essays à 1,500 words.

050 726

"Dark Eyes on America": Joyce Carol Oates, 3 CP

2 st. mo 10-12

GABF 04/252

Müller, M.

Having published roughly 60 novels – as well as countless shorter pieces – Joyce Carol Oates might be the most prolific contemporary American fiction writer. Critic Gavin Cologne-Brookes contends that Oates has become "the nearest America could currently have to a national novelist" because for six decades she has cast "dark eyes on America" and continues to explore the weirdest places of the American psyche. The texts featured in this course will hence include references to serial killing, rape, and general psychological sordidness. By focusing on Oates's expository writing (which includes journalistic pieces on American life and politics) alongside her realistic and experimental fiction, this course intends to probe whether or not Cologne-Brookes's claim can be verified. In the course of the *Übung*, texts by Oates will be discussed in light of a variety of critical approaches from the field of cultural studies. Please note that the course will be 'long on reading, but short on writing', i.e. you need to be prepared to read novels, but are not required to produce longer written assignments.

Texts: please buy and read the following books by Joyce Carol Oates: *Zombie*, *We Were the Mulvaneys*, and the recent *Babysitter*. Additional materials will be uploaded on Moodle.

Assessment/requirements: active participation, presentation, study questions on Moodle.

050 731

London, 3 CP

2 st. mo 12-14

GABF 04/613

Pankratz

According to Charles Dickens, London is an “unintelligible mess”. It cannot be perceived in its entirety: too many houses, streets and people; too many sights and monuments; too much power and wealth. The very same Charles Dickens, however, tries to make the metropolis legible and intelligible in his novels, reports and short stories. He is not the only author to do so, and fiction is not the only discourse to make sense of London. Maps, guidebooks, socio-logical studies as well as novels, films or plays provide representations, which structure, order and frame an unwieldy, chaotic and overwhelming conurbation.

The seminar aims at readings of London across time and genre from John Dryden’s epic poem “Annus Mirabilis” to “London Calling” by the Clash. Students will be able to practise their interpretative skills and in turn will get to know the history and culture of London.

Assessment/requirements: participating in an expert group.

050 732

The Windsors: An Update, 3 CP

2 st. mo 14-16

GABF 04/614

Pankratz

Are you team William or team Harry? Meghan or Kate? What is your assessment of king Charles III? Better than Mike Bartlett’s play? As handbaggy as Elizabeth II? How would you evaluate Prince Andrew’s cringe factor on a scale of 1 to 10?

Quite a lot happened in the last years: the change of crowns from Elizabeth II to Charles III, a scandal about sexual abuse involving prince Andrew and prince Harry’s attempts to tell his story in as many media as possible. The seminar will take stock and have a closer look at the British monarchy, at its function in the political system, its symbolic role as represented in royal rituals and the mediatised episodes of the ‘royal soap opera’.

The aims of the seminar are threefold: (1) students get to know the political system and the role the monarchy plays in it; (2) they will discuss the implications of this for British culture at large; (3) and they will hone their analytical skills with the help of a – hopefully – exciting topic.

Assessment/requirements: participating in an expert group.

050 737

Running the Country: Politics and Power in Britain, 3 CP

2 st. do 12-14

GB 6/137

Berg

This course takes a deeper look into British politics using perspectives that have been developed by state theorists and theorists of power. In the beginning, we will study the work of a British political scientist, Ralph Miliband (1924-1994), who thought about the role of the (British) state in capitalism and of the possibilities organisations such as the Labour Party might have to use the institutions of the state for a politics serving working-class people and generally those with few privileges. Then we will compare Miliband's views with those of some other relevant theorists and finally apply his and others' reflections and tools to central aspects of British politics in the late 20th and early 21st century. This course gives you the chance to learn more about political institutions and processes in Britain from a power-critical perspective. Additionally, it offers an opportunity to study the work of a couple of social theorists who were important not only for political science but also for sociology, cultural studies, etc.

The course is planned as a preparation for a workshop (a one-day conference) called "People, Power, Politics: (What) Can We (and Cultural Studies) Learn from British Marxism Today?" that Claus Viol and I are currently planning for 21 March 2024. You are asked to make a small (but important) contribution to this conference. We will discuss details of different options for doing so at the beginning of the term.

Assessment/requirements: collective research project that you present in class (and that can become a workshop contribution).

050 740

Children's Culture, 3 CP

2 st. mi 10-12

GABF 04/614

Steinhoff

+ Blockseminar Day (to be announced in the first session)

Media scholar Henry Jenkins defines children's culture as "[t]he popular culture produced for, by, and/or about children", emphasizing that "[c]hildren's culture is not 'innocent' of adult political, economic, moral or sexual concerns. Rather, the creation of children's culture represents the central arena through which we construct our fantasies about the future and a battleground through which we struggle to express competing ideological agendas." (<https://web.mit.edu/~21fms/People/henry3/children.htm>)

In this seminar we will study the history of American children's culture and constructions of childhood from an intersectional perspective. Specifically, we will trace the historical discourses about childhood and their intersections with discourses of nationality, gender, race, class, and sexuality by reading both key theoretical texts and by exploring a number of case

studies. In the course of the semester, students will conduct their own research projects (in groups) studying an example of American children's culture in depth – this can be a novel, movie, TV series, (video) game, online space or other cultural representation. The research results will be presented and discussed on a *Blockseminar* day at the end of the semester (the exact date for this will be announced in the first session).

Assessment/requirements: active participation, short written assignment and research project (in groups).

050 742

History and Practices of American Journalism, 3 CP

2 st. di 16-18

GABF 04/614

Flamand

Journalism has frequently been referred to as 'the fourth estate' – an institution not of government yet nevertheless crucial to democratic governance itself, a major pillar in the (re)production of the public sphere. It is also, crucially and perennially, an entire business sector unto itself, beset by changing social mores, audience expectations, political economies, regulations, and technologies. It is also a profession, defined by a set of shared practices and constant (re)negotiations in terms of roles, standards, conduct, and quality. For most of us journalism is our primary source of reliable and accurate information about the wider world. Understanding journalism and its discontents is thus crucial to understanding the shared realities – or lack thereof – upon which our political, social, and cultural existence relies.

This course will examine the shifting contours of journalism and its institutional contexts throughout the course of American history – sometimes in comparison to other national or transnational contexts. We will look at topics ranging from journalistic standards and practices, economic and business models, technological shifts in the production and distribution of news, genres and modes of journalistic storytelling, and major moments of upheaval and scandal in the news media. Students will also be expected to keep up on current affairs and to reflect critically upon their own news consumption and media literacy throughout the course of the class. They will also be asked to research and produce an original piece of student journalism.

Note: far from merely discussing hot topics in the news, this course will involve substantial reading and writing. Participants will be expected to spend ample time preparing all assignments and materials prior to individual class sessions.

Assessment/requirements: reading and preparation, participation in discussions, in-class groupwork, out-of-class assignment plus 8- to 10-page piece of original, high-quality student journalism based on original research and interviews.

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. mo 14-16

GB 6/131

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 B: 2 st. do 14-16

GABF 04/614

Flaake

Classroom Communication

In this course, we will try to (further) improve your oral communication skills with a particular focus on classroom communication. We will look at relevant communication models and reflect on central issues in the (EFL) classroom (i.e. classroom management in general, teacher-student relationships, teacher and student talking times, the teacher's use of language, etc.).

This course banks on the assumption that you will engage actively in class and be willing to put the acquired knowledge to use in various activities.

Assessment/requirements: active participation, in-class presentation / micro-teaching, peer 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. fr 12-14

GABF 04/614

Ottlinger

After a general and extensive revision of all possible aspects of English grammar, this course will provide systematic and intensive practice in various select problem areas other than those tested in Grammar BM and Grammar AM. Class work will consist of in-depth discussion of a myriad of exercise types including error detection and correction as well as the analysis of grammatical phenomena in texts.

All the materials will be provided on Moodle.

Assessment/requirements: thorough preparation, active class participation, written end-of-term test.

050 762

Translation AM, 2 CP

Gruppe A: 2 st. mi 16-18

GABF 04/613

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 B: 2 st. di 12-14

GABF 04/253

Smith

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.

Assessment/requirements: active participation, preparation of homework tasks, two written tests.

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. mo 10-12

GB 02/160

Küplüce

Gruppe C: 2 st. do 10-12

GABF 04/253

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. di 12-14

GB 03/46

Kaul

Gruppe C: 2 st. fr 12-14

GABF 04/413

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	GABF 04/253	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

Innovation in Foreign Language Education: A Blended Intensive Programme (@University León, Spain), 5 CP

2 st. mo 16-17.30

GABF 04/252

Werner

13 November 2023 – January 2024, Mondays, 16:00-17:30: collaborative work (@RUB and online), 15-19 January 2024: on-campus collaborative work @UNI León

This course is offered as an ERASMUS+Blended Intensive Programme. This means that it will combine 1) online lectures by invited guest speakers, 2) international online collaboration in working groups between student teachers and 3) a final week-long period at the University of León, Spain (15-19 January 2024) which will involve the conclusion of project work and other events.

Course aims:

- To provide participants with an introduction to various new developments in foreign language teaching.
- To provide participants with opportunities to (critically) reflect on teaching traditions in their countries and to exchange experiences with participants from other countries.

Course objectives:

- Participants will learn about key issues related to innovation in foreign language education through online lectures and discussion of reading materials.
- Participants will engage in task-based discussions with student teachers from various European countries around the theme of innovation in foreign language education across Europe.
- Participants will develop classroom-based projects and learning materials based on the themes of the course.

Dates:

- Online period: 20 November - 20 December 2023. During this online period, participants are expected to take part actively in asynchronous activities (2-3 hours of student work per week) and one hour synchronous videoconferencing.
- Physical mobility period: 15-19 January 2024 (5 days). Funding for physical mobility should be requested from our international office as part of Erasmus+ funding.

Assessment/requirements: active participation in sessions on campus and via Zoom (Mondays 16.00-17.30 CET), online collaborative group work (via Zoom) and the on-campus collaborative work (in León). Other course requirements will be discussed in our first session.

050 821

English Language Teaching and Bilingual Education, 5 CP

2 st. do 16-18

GABF 04/613

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 are expected to 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 English language teaching but also a non-language subject.

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

050 822

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.

050 823

Focus on Form: Grammar, Vocabulary and Lexico-Grammar in ELT, 5 CP

2 st. fr 12-14

GB 6/131

Kaul

Grammar instruction has always been one of the most controversial issues in ELT. Many teachers (and students) feel strongly about this aspect of language teaching. The principle of competence orientation, which has become the basis for our nation-wide educational standards, has not brought much clarity to the debate either. Thus, we frequently find scholars and practitioners asking some very basic questions: does grammar instruction make a difference? How much grammar instruction do learners need? Should teaching approaches rely on the traditional distinction between grammar and vocabulary? Is there an effective approach to teaching grammar that is better than others? While the role of vocabulary teaching seems to be less controversial, many teachers frequently face many difficulties in fostering their students' lexical competences.

In this seminar, we will shed light on the role of grammar and vocabulary in ELT. We will start by looking at recent findings in the area of second language acquisition in order to assess to what extent coursebooks and various teaching methodologies take account of how learners acquire (lexico-)grammar. Attention will also be paid to the potential of digital media and multilingual approaches. Moreover, we will critically examine the rationale for assessing grammatical skills. Finally, we will discuss how a meaningful language focus can be incorporated in task-based language teaching.

Assessment/requirements: active participation, assignments, micro-teaching.