

*Hinweis:*

**Bitte informieren Sie sich vorher über den Modulaufbau!**

In diesem Veranstaltungsverzeichnis werden *alle* Veranstaltungen angezeigt, die in einem Modul belegt werden können. Nicht in jeder Veranstaltung ist es jedoch für jedes Modul möglich, eine Prüfungsleistung zu erbringen. Im Zweifel bitte nachfragen!

Das Modulverzeichnis für diesen Studiengang kann über die jeweilige Fachseite aufgerufen werden:

<http://www.uni-goettingen.de/de/83336.html>

*Please note:*

**Please check the structure of your modules!**

By default the course commentary lists *all* courses that can be used for the modules offered as part of the curriculum. This does not mean, however, that the exam for each module can be taken in each course. If in doubt, please ask!

The module descriptions can be found via the university homepage description for the subject in question:

<http://www.uni-goettingen.de/en/83336.html>

# Veranstaltungs- verzeichnis

## Course Commentary

### Master of Education

## Master of Education (MEduc)

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

452212	<b>Medieval English Poems in Modern Translation</b> Hauptseminar SWS: 2; Anz. Teiln.: 25 Mi 12:15 - 13:45 Raum: KWZ 0.601 , wöchentlich	<i>Rudolf, Winfried; Schaff, Barbara</i>
Organisatorisches	Die Anmeldung zu folgenden Modulprüfungen erfolgt über diese Veranstaltung: M.EP.02b (Klausur), B.EP.11b, M.EP.02b(-L), M.EP.05b (Hausarbeit). SKs nach Absprache in der ersten Sitzung.	
Kommentar	In recent years selected medieval English poems have re-entered the collective memory of contemporary Britain through ground-breaking modern translations. Two of these, Seamus Heaney's <i>Beowulf</i> (1999) and Simon Armitage's <i>Sir Gawain and the Green Knight</i> (2009), are the most illustrious representatives of this revival and will form the centre of this course. Classes will, among other aspects, tackle the formal, stylistic, semantic, and political specifics of these translations and assess their independent merits as new literary creations. Textual analysis is accompanied by an introduction to translation theory. Knowledge of Old and/or Middle English is desirable but not compulsory. Students are asked to purchase a copy each of S. Heaney, <i>Beowulf: A Verse Translation</i> (Norton Critical Editions), ed. D. Donoghue (New York & London: Norton, 2002) and S. Armitage, <i>Sir Gawain and the Green Knight</i> (London: Faber & Faber, 2009).	
457733	<b>A Survey of British Literature and Cultural History: The 19th Century, VL</b> Vorlesung SWS: 2; Anz. Teiln.: 200 Do 10:00 - 12:00 Raum: ZHG ZHG101 , wöchentlich Do 10:00 - 12:00 Raum: ZHG ZHG104 , Klausur am: 13.02.2014	<i>Schaff, Barbara</i>
Kommentar	During the Victorian Age, Britain saw an enormous expansion of wealth and power, technological innovations, scientific progress, political and social reforms. At the same time, it was an age of fundamental crises of faith: Darwin's theory of evolution and other scientific discoveries called religion into question, and towards the end of the century gender norms were seriously contested, and the belief into the empire and the ideology of progress began to erode. The lecture series will attempt at covering these conflicts, tensions, and paradoxes, as they are manifest in poetry, novels, essays, scientific discourses, drama and art; in short it will explore the Victorian world "which seems / To lie before us like a land of dreams, / So various, so beautiful, so new" (Matthew Arnold, "Dover Beach"). Lastly, it will address the Neo-Victorian hype in recent fiction and popular culture.  Readings: It is recommended to purchase the volume <i>The Victorian Age</i> from the Norton Anthology for poetry and shorter prose pieces. Novels: Joseph Conrad, <i>Heart of Darkness</i> ; Charles Dickens, <i>Hard Times</i> ; Charlotte Brontë, <i>Jane Eyre</i> ; George Eliot, <i>Middlemarch</i> ; Thomas Hardy, <i>Tess of the D'Urbervilles</i> . Plays: Oscar Wilde, <i>The Importance of Being Earnest</i> and George Bernard Shaw, <i>Mrs Warren's Profession</i> .  Background reading: Christopher Harvie and H.C.G. Matthew, <i>Nineteenth-Century Britain: A Very Short Introduction</i> (Oxford 2000) and the chapters on Victorian Novelists in Terry Eagleton, <i>The English Novel</i> (London 2005).  Registration: via StudIP until 1. November.	
457734	<b>Britische und skandinavische Kinder- und Jugendliteratur</b> Hauptseminar SWS: 2; Anz. Teiln.: 30	<i>Glaser, Brigitte;</i>

Do - Abgabe Präsentation Ausarbeitung am: 27.03.2014  
Di 16:00 - 18:00 Raum: Verfügungs VG 3.108 , wöchentlich  
Do - Abgabe Hausarbeit am: 27.03.2014

Hoff, Karin

Kommentar

Skandinavische Kinder- und Jugendliteratur, aber auch entsprechende Texte aus verschiedenen englischsprachigen Ländern erfreuen sich seit vielen Jahrzehnten großer Beliebtheit, werden übersetzt, imitiert und adaptiert. Ziel dieses Seminars ist es, eine vergleichende Bewertung von Entwicklungen in der Kinder- und Jugendliteratur zweier großer und heterogener Kulturräume vorzunehmen. Zu den untersuchenden Themen werden auch folgende gehören: Fantastisches, Mädchenbilder, Modernismus, Adoleszenzgeschichten, Außenseitertum, metaphysische Sinnentwürfe, Aspekte der Detektivgeschichte und Text-Bild Bezüge.

Primärliteratur: Lucy Maud Montgomery, *Anne of Green Gables*; A.A. Milne, *Winnie-the-Pooh*; Joanne K. Rowling, *Harry Potter and the Philosopher's Stone* und *Harry Potter and the Goblet of Fire*; Jeff Kinney, *Diary of a Wimpy Kid*; Michael Gerard Bauer, *Don't Call Me Ismael!*; Neil Gaiman, *Coraline*; Mark Haddon, *The Curious Incident of the Dog in the Night-Time*; Astrid Lindgren, *Uppippi, Kalle Blomqvist* und *Ferien auf Saltkrokan*; Tove Jansson, *Die Mumins - Eine drollige Gesellschaft*; Ragnar Hovland, *Alfred der Bär und Samuel der Hund*; Sven Nordqvist *Pettersson und Findus (Wie Findus zu Pettersson kam)*; und Nina E. Grontvedt, *Ich bin's, Oda*.

Empfohlene Sekundärliteratur (für Anglisten): Kimberley Reynolds, *Children's Literature: A Very Short Introduction*.

Das Seminar wird in der Anglistik, Skandinavistik und Komparatistik angeboten. Die Teilnehmerzahl ist deshalb in der Anglistik auf 10 Personen beschränkt. Die Unterrichtssprache ist Deutsch. Studierende der Anglistik verfassen ihre Hausarbeit in englischer Sprache.

Anmeldung (für Teilnehmende aus der Anglistik): in StudIP (bis 18.Oktober)

458089

**English-Indian Encounters from the 18th to the 20th Century**

Hauptseminar SWS: 2; Anz. Teiln.: 25

Schaff, Barbara

Fr - Abgabe Präsentation Ausarbeitung am: 28.03.2014

Di 10:00 - 12:00 Raum: Verfügungs VG 3.107 , wöchentlich

Fr - Abgabe Hausarbeit am: 28.03.2014

Kommentar

The Experience of India has fuelled the 19<sup>th</sup> century British literary imagination in particularly productive ways and produced diverse, complex and contending narratives. This course will look at the perception of India and Indians within and beyond the paradigm of Orientalism in 19<sup>th</sup>- and early 20<sup>th</sup>-century fiction and travel writing by British and Indian writers. We will analyse, among others, textual strategies of colonial appropriation, the intersections of race and class, notions of gender, and the material conditions of text production. A particular focus will be on examples of Indian texts in English.

Reading: Emily Eden, *Up the Country*; E.M. Forster, *A Passage to India*; Rokeya Sakhawat Hossain, *Sultana's Dream*; Rudyard Kipling, *Kim*; Rabindranath Tagore, *Gora*. Selected letters and diary entries by British travellers and secondary literature will be available on StudIP in October.

Registration: in StudIP until 15. October.

459398

**Contemporary Canadian Fiction**

Hauptseminar SWS: 2; Anz. Teiln.: 25  
Mi 14:00 - 16:00 Raum: Universität HDW 2.110 , wöchentlich  
Fr - Abgabe Hausarbeit am: 28.03.2014

Glaser, Brigitte

Kommentar This seminar will explore the diversity of Canadian fiction, mirroring the heterogeneity of the country's inhabitants, regions and concerns. Apart from issues of mapping and exploration as well as immigration and integration, discussion will focus on the foregrounding of regional aspects, the representation of the diametrically opposed ways of life in metropolitan areas and the countryside, and the recent move of writers beyond the Canadian nation.

Required Reading: a selection of short fiction and the following novels: Tomson Highway, *Kiss of the Fur Queen*; Mary Lawson, *Crow Lake*; Carol Shields, *Unless*; Thomas Wharton, *Icefields*; and Dionne Brand, *What We All Long For*, and Michael Ondaatje, *The Cat's Table*. All the novels should be read before classes start. There will be a test on your reading knowledge in the second week of classes. Attendance of the seminar is tied to the passing of this test.

Registration: in StudIP (until October 18)

459399

### From Nationhood to Transnation: Canadian Culture and Literature in Transition

Vorlesung SWS: 2; Anz. Teiln.: 150  
Mo 12:00 - 14:00 Raum: ZHG ZHG006 , wöchentlich  
Mo 12:00 - 14:00 Klausur am: 03.02.2014

Glaser, Brigitte

Kommentar "What does it mean to be "Canadian"?" and "How could one define "Canadian literature"?" These are questions that, along with background knowledge on Canadian society and culture, this lecture series is meant to provide. Apart from surveying the development of Canada towards nationhood and then on towards its endorsement of multiculturalism as an official policy and its flirtation with ideas of the transnationalism, lectures will focus on issues of cultural contact and intercultural exchange, the role of culture in nation-building, Canadian literature's preoccupation with history and mythology, and its preferred form of historiographic metafiction, as well as Canada's self-promotion as a country open to immigrants while confronting accusation of marginalisation and racialization.

Required Reading: Articles on Canada, selected poems and short fiction (consult StudIP), the plays *The Rez Sisters* by Tomson Highway and *Rice Boy* by Sunil Kuruvilla, the graphic narrative *Riel* by Chester Brown and the following novels: Lucy Maud Montgomery, *Anne of Green Gables* (excerpts); Michael Ondaatje, *In the Skin of a Lion*; Joy Kogawa, *Obasan*; and Timothy Findley, *The Wars*.

Registration: in StudIP (until October 31)

459400

### Graphic Narratives

Hauptseminar SWS: 2; Anz. Teiln.: 25  
Do 14:00 - 16:00 Raum: Universität HDW 2.110 , wöchentlich  
Fr - Abgabe Hausarbeit am: 28.03.2014

Glaser, Brigitte

Kommentar Graphic narratives have over the last few years gained in popularity among readers and have at the same time become objects of scholarly research. This seminar will examine the gradual emergence of the graphic novel in the field of popular culture, the emphasis being on its being positioned as both cultural product and practice. The theoretical approaches taken to analyse graphic novels will derive from visual culture studies, post-modernism and intersectionality. Aspects addressed in our discussions will include: text-

image relations, intertextuality and intermediality, the adaptation of conventional genres into graphic narratives, as well as the use and manipulation of social issues and thus the novels' potential for social criticism.

Readings: Neil Gaiman, *The Sandman* (excerpts); Shaun Tan, *The Arrival*; Alan Moore, *The League of Extraordinary Gentlemen* (vols. I and II); Posy Simmonds, *Gemma Bovery*; Bryan Talbot, *Alice in Sunderland*; Doxiadis/Papadimitriou, *Logicomix: An Epic Search for Truth*; Neil Gaiman, *Coraline*; and various *Pride and Prejudice* adaptations.

Required secondary literature: Scott McCloud, *Understanding Comics*. Important: This text must be read before classes start. (There will be a test on your reading knowledge of this text in the second week of classes.)

Registration: in StudIP (until October 18)

459413

### Literature and the Visual Arts in the 19th Century

Hauptseminar SWS: 2; Anz. Teiln.: 25

Georgi, Claudia

Mi 10:00 - 12:00 Raum: Verfügungs VG 3.106 , wöchentlich

Fr - Abgabe Hausarbeit am: 28.03.2014

Kommentar

The class examines the interrelation between 19<sup>th</sup>-century literature and visual arts such as painting, drawing, ceramic art, etc. How do intermedial references in literary texts comment on these other art forms? What are the processes of medial transposition that transform literary texts into other media and vice versa? How does media combination merge literature and other media? And what does this tell us about the conditions of production and reception, the status or the function of literature and the involved art forms?

In order to consider such questions we will analyse 19<sup>th</sup>-century poems and novels that provide system references or individual references to actual or imaginary works of art, are combined with illustrations or transformed into paintings or film adaptations. The examples include poems by John Keats, Alfred Lord Tennyson, Robert Browning and Dante Gabriel Rossetti, illustrations for Lewis Carroll's *Alice's Adventures in Wonderland* and comments on the role of painting and the arts in Oscar Wilde's novel *The Picture of Dorian Gray*. Theoretical texts by Werner Wolf, Irina Rajewsky and others provide the necessary terminology to further a better understanding of general issues of intermediality.

Readings: John Keats, "Ode on a Grecian Urn" (1819); Alfred Lord Tennyson, "Mariana" (1830), "The Palace of Art" (1832), "The Lady of Shalott" (1833); Robert Browning, "My Last Duchess" (1842); Dante Gabriel Rossetti, "The Blessed Damozel" (1850); Lewis Carroll, *Alice's Adventures in Wonderland* (1865); Oscar Wilde, *The Picture of Dorian Gray* (1890)

Registration: via StudIP (until October 20<sup>th</sup> 2013)

459417

### Literary, Cultural and Media Theory

Hauptseminar SWS: 2; Anz. Teiln.: 25

Haekel, Ralf

Fr - Abgabe Präsentation Ausarbeitung am: 28.03.2014

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

Fr - Abgabe Hausarbeit am: 28.03.2014

Kommentar

A brief look at introductions to literary theory published in the last ten to fifteen years reveals that quite a lot of authors agree on that we have entered an age "after theory". "Theory" had its heyday in literary and cultural studies in the 1970s and 1980s as it was shaped by structuralism and poststructuralism and the writings of Claude Lévi-Strauss,

Roland Barthes, Michel Foucault, Julia Kristeva and especially Jacques Derrida. In recent years, this "traditional" form of theory has experienced a crisis, and, as a result, the field of theory has changed considerably. Today, we are faced with a variety of different approaches: cultural theory, media theory, gender theory, queer theory, performance theory.

It is the aim of this class to introduce students to the study of theoretical texts as well as to give an overview of the most important movements. In order to apprehend the field of theory, we will briefly look at older approaches that were all influenced by the linguistic turn in one way or another. Afterwards, we will read and analyze contemporary text. However, the focus of this seminar will be on media theories of recent years, especially on theories of literature as a medium. A reader with the texts discussed in class will be available as a downloadable file on StudIP two weeks before the beginning of term.

Introductory Literature: Peter Barry, *Beginning Theory*, Manchester: Manchester UP, 2008. Jonathan Culler, *Literary Theory. A Very Short Introduction*, Oxford: Oxford UP, 2011. Tilmann Köppe & Simone Winko, *Neuere Literaturtheorien*, Stuttgart & Weimar: Metzler, 2008.

Registration: in StudIP until 4. November.

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

458933	<b>A Cultural History of American Literature I: Exploration and Settlement</b> Vorlesung SWS: 2; Anz. Teiln.: 85 Di 12:00 - 14:00 Raum: ZHG ZHG002 , wöchentlich	Spengler, Birgit
457422	<b>Introducing Critical Theory II: Approaches and Methods in Media Studies</b> Vorlesung SWS: 2; Anz. Teiln.: 50 Mo 14:00 - 16:00 Raum: ZHG ZHG005 , wöchentlich	Tischleder, Bärbel
Kommentar	<p>The two-semester lecture series aims at introducing students to major approaches, traditions, and key figures in the fields of cultural and media theory. The second part of the lecture series, "Approaches and Methods in Media Studies," will focus on media theory, visual culture, material culture and cultural studies. The lecture will be concerned with media history, the relation between (mass) media and society, media aesthetics, models of communication, and questions of cultural memory, technology, materiality and embodiment. Other relevant issues are medial configurations of time and space, networks and systems, concepts of hyperreality, postmodernity and the digital. We will also consider theories of single media: photography, the cinema, television, the computer and mobile media.</p> <p>The lecture will introduce a number of key texts and major schools that have been influential in the development of critical media and cultural studies: The Toronto School, the Frankfurt School, German media theory, British Cultural Studies, theories of postmodernism and visual culture, film and television theory, theories of material culture, systems theory, and actor-network theory.</p> <p>Key thinkers are Theodor W. Adorno, Walter Benjamin, Jean Baudrillard, Bill Brown, James Carey, Richard Dyer, John Fiske, Stuart Hall, Mark Hansen, Miriam Hansen, Donna Haraway, Katherine Hayles, Max Horkheimer, Harold Innis, Frederic Jameson, Friedrich Kittler, Bruno Latour, Marshall McLuhan, Jason Mittell, Laura Mulvey, John Durham Peters, Claude Shannon, Raymond Williams, and Geoffrey Winthrop-Young.</p>	

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

457779

### **Moby Dick**

Hauptseminar SWS: 2; Anz. Teiln.: 35

*Spengler, Birgit*

Do 16:00 - 18:00 Raum: Jacob-Grim SEP 0.244 , wöchentlich

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

Fr - Abgabe Hausarbeit am: 28.03.2014

Kommentar

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

458837

### **The Form of Television Narrative**

Hauptseminar SWS: 2; Anz. Teiln.: 35

*Tischleder, Bärbel*

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

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

Fr - Abgabe Hausarbeit am: 28.03.2014

Kommentar

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

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

459194

### **Grammatical aspect and the conceptualization of events**

Hauptseminar SWS: 2; Anz. Teiln.: 20

*Farke, Hildegard*

Do 08:15 - 09:45 Raum: Jacob-Grim SEP 0.244 , wöchentlich

Fr - Abgabe Hausarbeit am: 28.03.2014

Fr - mündliche Prüfung am: 28.03.2014

Organisatorisches

Registration in Stud.IP: 1 Sept - 18 Oct, 2013

Kommentar

English has a grammatical aspect system contrasting progressive (*she was writing a novel*) vs. non-progressive (*she wrote a novel*) and perfective vs. imperfective. This relates to the way the situation described is presented as ongoing or not, in its totality or with focus on the internal temporal structure. Before any statement is made, speakers have to prepare the message by activating their knowledge of the event as a whole, they select the material they want to put into words and then decide on the order in which it should be presented. These processes relate to the phase of *conceptualization* in language production (Garrett 1980, Levelt 1999). Encoding a message into words and grammatical structures can only be language specific, but recent studies (e.g. comparing English and German) show that even the conceptualizer is influenced by the structural properties of the particular language, i.e. preverbal conceptual categories which are grammaticized in a language are shaped by specific linguistic categories.

requirements: active participation, oral presentation, term paper

459797

### **Features and projection**

Hauptseminar SWS: 2; Anz. Teiln.: 20

*Bode, Stefanie*

Mi 10:15 - 11:45 Raum: Universität HDW 2.110 , wöchentlich

Fr - Abgabe Hausarbeit am: 28.03.2014  
Fr - mündliche Prüfung am: 28.03.2014

Organisatorisches

Registration in Stud.IP: 1 Sept - 18 Oct, 2013

Kommentar

Features play a crucial role in modern linguistic theories. Classification, paradigms and distributional patterns, for instance, are based on features. Lexical items are also definable as bundles of features (see (1)) and terms like *feature sharing*, *feature checking* and *feature valuation* have a central function in contemporary syntactic theory. The topic of features becomes even more interesting when syntactic projection is considered. Which features are input to the syntactic component and what is their impact on syntactic products in general (see (2))? To what extent do they trigger syntactic operations like movement (see (3)) and how do they affect the interfaces to semantics and phonology (see (4))?

Focusing on features and projections, we will investigate these and related questions.

(1) *prepare* categorical feature [V], selectional feature [D], semantic features [agent], [theme] etc.

(2) Given lexical items X, Y are bundles of features (F), what projects if X and Y combine?

$X = F_1, F_2$        $Y = F_3, F_4$        $[_? X Y]$   
 $[_{F_1} X Y]$        $[_{F_1, F_2} X Y]$        $[_{F_1 F_2 F_3 F_4} X Y]$        $[_{F_2 F_4} X Y]$       ...

(3) [+wh], [+Q], [+tense], [+agr] etc.

$[[_{+wh} \text{Which song}]_j [_{+Q} \text{do you like } t_j \text{ best}]]?$

(4) I wonder [what he is doing (what)]      interpreted as an embedded question

I like [what he is doing (what)]      interpreted as a free relative

In both examples: highest position of *what* is to be pronounced

A reference list will be made available in class.

459798

### Writing Colloquium

Kolloquium SWS: 2; Anz. Teiln.: 10

Farke, Hildegard

Mo 10:15 - 11:45 Raum: Jacob-Grim SEP 0.247 , wöchentlich

Organisatorisches

Registration in Stud.IP: 1 Sept - 18 Oct, 2013



Kommentar This course is meant for students preparing or writing a Bachelor or Master Thesis in English linguistics. Candidates give a short talk concerning purpose, structure and first parts of their work, which is followed by discussion.  
According to the examination regulations for the Master program and the Master of Education program students are obliged to attend the colloquium as part of the Abschlussmodul.

**459806** **Advanced semantics: Language and Literature**  
Seminar SWS: 2; Anz. Teiln.: 30 *Eckardt, Regine*  
Do 16:15 - 17:45 Raum: Verfügungs VG 3.108 , wöchentlich  
Fr - Klausurähnliche Hausarbeit am: 28.03.2014  
Fr - Abgabe Hausarbeit am: 28.03.2014

Organisatorisches Registration in Stud.IP: 1 Sept - 18 Oct, 2013

Kommentar Linguistics and literature are often treated as two entirely separate fields of study. This class explores how the two interact. How can insights in grammar and semantics be helpful to understand the special flavour, undertones, side messages and other effects of literary texts? How can semantic theory — being based on the notions of truth/falsity — be applied to storytelling which is not supposed to be about true persons and events? What has semantic theory to say about notions like *narrator* or *perspective of texts*? The class will introduce you to the research and questions at the Courant Centre *Text Structures* and offers the possibility to take part in its projects.

requirements: BA: active participation in class; Klausurähnliche Hausarbeit.

MA: active participation in class, presentation; Hausarbeit.

**459808** **Linguistic Theory: Overview**  
Vorlesung SWS: 4; Anz. Teiln.: 25 *Eckardt, Regine;*  
Do 10:15 - 11:45 Raum: ZHG ZHG005 , wöchentlich Von: *Zeijlstra, Hedzer Hugo*  
24.10.2013 Bis: 06.02.2014  
Mo 16:15 - 17:45 Raum: Verfügungs VG 1.103 , wöchentlich

Kommentar This survey lecture is a mandatory supplement to your Master Seminar in the MEduec (M.EP.020, M.EP.021). It offers an advanced survey over all fields in linguistics, the phenomena about language that we want to understand, and proposals on how grammar and meaning interact in our minds. We are open to requests to revisit specific parts of linguistic theory which you may need in order to write your term paper in your Master Seminar.

The lecture starts with a unit on morphosyntax, followed by a second unit (starting in late November) on semantics, pragmatics and empirical methods. You can attend one of these two units, or take the full class — a detailed program of times and topics will be presented in the first session(s) of winter term.

**459809** **Historical pragmatics**  
Hauptseminar SWS: 2; Anz. Teiln.: 20 *Eckardt, Regine*  
Di 10:15 - 11:45 Raum: Universität HDW 0.115 , wöchentlich  
Fr - Abgabe Hausarbeit am: 28.03.2014  
Fr - Klausurähnliche Hausarbeit am: 28.03.2014  
Fr - mündliche Prüfung am: 28.03.2014

Organisatorisches	Registration in Stud.IP: 1 Sept - 18 Oct, 2013
Kommentar	<p>Meaning and grammar of languages change over time. In this class, we will investigate why humans interpret sentences in a way which allows them to enrich their meaning, and how such enrichments and reinterpretations can lead to language change. We'll mainly focus on English and German cases of language change.</p> <p>requirements: BA: active participation in class; Klausurähnliche Hausarbeit.</p> <p>MA: active participation in class, presentation; Hausarbeit.</p>

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

<b>452212</b>	<b>Medieval English Poems in Modern Translation</b>	
	Hauptseminar SWS: 2; Anz. Teiln.: 25	<i>Rudolf, Winfried;</i>
	Mi 12:15 - 13:45 Raum: KWZ 0.601 , wöchentlich	<i>Schaff, Barbara</i>
Organisatorisches	Die Anmeldung zu folgenden Modulprüfungen erfolgt über diese Veranstaltung: M.EP.02b (Klausur), B.EP.11b, M.EP.02b(-L), M.EP.05b (Hausarbeit). SKs nach Absprache in der ersten Sitzung.	
Kommentar	<p>In recent years selected medieval English poems have re-entered the collective memory of contemporary Britain through ground-breaking modern translations. Two of these, Seamus Heaney's <i>Beowulf</i> (1999) and Simon Armitage's <i>Sir Gawain and the Green Knight</i> (2009), are the most illustrious representatives of this revival and will form the centre of this course. Classes will, among other aspects, tackle the formal, stylistic, semantic, and political specifics of these translations and assess their independent merits as new literary creations. Textual analysis is accompanied by an introduction to translation theory. Knowledge of Old and/or Middle English is desirable but not compulsory. Students are asked to purchase a copy each of S. Heaney, <i>Beowulf: A Verse Translation</i> (Norton Critical Editions), ed. D. Donoghue (New York &amp; London: Norton, 2002) and S. Armitage, <i>Sir Gawain and the Green Knight</i> (London: Faber &amp; Faber, 2009).</p>	
<b>452473</b>	<b>Beowulf</b>	
	Hauptseminar SWS: 2; Anz. Teiln.: 30	<i>Rudolf, Winfried</i>
	Do 10:15 - 11:45 Raum: Jacob-Grim SEP 0.244 , wöchentlich	
Organisatorisches	Die Anmeldung zu folgenden Modulprüfungen erfolgt über diese Veranstaltung: M.EP.02b und M.EP.201 (Klausur), B.EP.11b, M.EP.02b(-L), M.EP.05b (Hausarbeit). SKs nach Absprache in der ersten Sitzung.	
Kommentar	<p>The longest and most complex Old English poem is the topic of this Hauptseminar. Participants will receive a thorough introduction to the poem, its style and structure, covering important topics such as the origins of anger, monstrous men, the beauty of sound, the meaning of gold and the possibility of humour in Dark Age literature. The course also deals with all major aspects of the dating, transmission, editing, and understanding of the text in its possible Anglo-Saxon contexts. As preparation students are required to purchase and read(!) S. Heaney, <i>Beowulf: A Verse Translation</i> (Norton Critical Editions), ed. D. Donoghue (New York &amp; London: Norton, 2002) as well as bring a copy of G. Jack, <i>Beowulf: A Student Edition</i> (Oxford: Calrendon Press, 1994).</p>	
<b>453681</b>	<b>Old English Literature</b>	
	Vorlesung SWS: 2; Anz. Teiln.: 160	<i>Rudolf, Winfried</i>

Do 14:15 - 15:45 Raum: ZHG ZHG104 , wöchentlich

Kommentar This lecture course covers the earliest period of English literature, presenting landmarks of Old English prose and poetry in their historical and intellectual context. Special attention will be paid to the sources of the intercultural literature of the Anglo-Saxon period into the twelfth century, providing a reliable basis for the appreciation of this exceptional vernacular corpus and its textual materiality.

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

### Vorlesung oder Übung zur Fachdidaktik Englisch

**459549** **Handlungs- und Produktionsorientierung im Fremdsprachenunterricht** N.N.,  
Übung SWS: 2; Anz. Teiln.: 20  
Do 10:00 - 12:00 Raum: Wald.26 ERZ 3.113 , wöchentlich  
Do 10:00 - 12:00mündliche Prüfung am: 06.02.2014

Kommentar **Registration** via Stud.IP starts on Monday, September 16th at 10.00.

**459550** **Handlungs- und Produktionsorientierung im Fremdsprachenunterricht** N.N.,  
Übung SWS: 2; Anz. Teiln.: 20  
Fr 10:00 - 12:00 Raum: Oec OEC 1.164 , wöchentlich  
Fr 10:00 - 12:00mündliche Prüfung am: 07.02.2014

Kommentar **Registration** via Stud.IP starts on Monday, September 16th at 10.00.

**459551** **Graphic Novels in Foreign Language Teaching** Stückrath, Philipp  
Übung SWS: 2; Anz. Teiln.: 20  
Di 16:00 - 18:00 Raum: Oec OEC 1.165 , wöchentlich  
Di 16:00 - 18:00mündliche Prüfung am: 04.02.2014

Kommentar Comic-books, visual literature, graphic novels, graphic narratives, sequential art, visual-verbal literature... These terms keep occurring in research as well as in didactic teaching units. Together with the fact that new works in the comics medium are published daily, it shows that we are at present experiencing a 'comics renaissance'. This development is closely connected to the emergence of the graphic novel in the 1980s. Although being on the rise and having sparked the attention of literary criticism, graphic novels are still on the fringes of English language teaching. In this course we will approach the graphic novel from a didactic perspective and explore the vast teaching potential of this special form of literature in the comics medium. Our observations will thereby concentrate on the two autobiographical primary texts *American Born Chinese* by Gene Luen Yang and *Persepolis* by Marjane Satrapi.

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

**Registration** via Stud.IP starts on Monday, September 16th at 10.00. The number of participants is restricted to 20.

**459552** **Einführung in die Literatur- und Filmarbeit im fremdsprachlichen Klassenzimmer** Surkamp, Carola  
Vorlesung SWS: 2; Anz. Teiln.: 35  
Di 14:00 - 16:00 Raum: KWZ 0.607 , wöchentlich  
Di 14:00 - 16:00mündliche Prüfung am: 04.02.2014

**Kommentar** Ziel dieser Vorlesung ist es, in die Grundlagen der Arbeit mit literarischen Texten (Gedichte, Dramen, Kurzgeschichten, Romane, Filme) im Englischunterricht der Sekundarstufen I und II einzuführen. Es werden die folgenden Aspekte beleuchtet: literarische und filmische Bildung in Zeiten von Kompetenz- und Output-Orientierung, Kriterien der Textauswahl, die Bauformen verschiedener Genres und deren didaktische Implikationen, analytische und kreative (d.h. handlungs- und produktionsorientierte) Textzugänge, Unterstützungsangebote (*scaffolding*), Fragen der Evaluation und Bewertung.

**Textgrundlage:** Als Grundlagentexte für die Literatur- und Filmdidaktik werden empfohlen:

- Nünning, Ansgar & Carola Surkamp. 2010. *Englische Literatur unterrichten: Grundlagen und Methoden*. 3. Aufl. Seelze-Velber: Kallmeyer-Klett.

- Henseler, Roswitha, Stefan Möller & Carola Surkamp. 2011. *Filme im Englischunterricht: Grundlagen, Methoden, Genres*. Seelze-Velber: Kallmeyer-Klett.

**Prüfungsart:** Mündliche Prüfung von 15 Minuten.

**Anmeldungen:** über StudIP ab Montag, 16.09.2013, 10 Uhr

## Begleitseminar zum Praktikum

**459553** **Vorbereitung und Auswertung des Fachpraktikums Englisch (zweisemestrige Veranstaltung, Blockveranstaltung zur Auswertung im Sommersemester)**  
Seminar SWS: 2; Anz. Teiln.: 25 *Rohrbach, Jan Marc*  
Mo 16:15 - 17:45 Raum: Universität HDW 0.115 , wöchentlich

**Kommentar** **Vorbereitungsseminar:** während des Wintersemesters 2013/14 jeweils montags 16:15-17:45 Uhr

**Auswertungsseminar:** während der Praktikumsphase (Februar-März 2014) jeweils montags 16:15-17:45 Uhr und zusätzlich als Blockseminar (Samstag und Sonntag) am Ende der Praktikumsphase

**Maximale Teilnehmerzahl:** 25 Personen

**Prüfungsart:** Praktikumsbericht (ca. 4000 Wörter)

**Ziel:** Es soll ein vertiefender Überblick über fachdidaktische Planungselemente und Vorgehensweisen des Englischunterrichts gegeben werden. Im Zentrum stehen dabei die Erstellung und die kritische Diskussion von Unterrichtsentwürfen sowie die Vorbereitung auf Unterrichtsbeobachtung und eigene Unterrichtsversuche im Rahmen der fünföchigen Praktikumsphase im Februar und März 2014.

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

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

**Anmeldungen:** über StudIP ab Montag, 16. September, 10:00 Uhr

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

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

## Vorlesung oder Übung zur Fachdidaktik Englisch

**459549**      **Handlungs- und Produktionsorientierung im Fremdsprachenunterricht**  
Übung SWS: 2; Anz. Teiln.: 20 N.N.,  
Do 10:00 - 12:00 Raum: Wald.26 ERZ 3.113 , wöchentlich  
Do 10:00 - 12:00mündliche Prüfung am: 06.02.2014

Kommentar      **Registration** via Stud.IP starts on Monday, September 16th at 10.00.

**459550**      **Handlungs- und Produktionsorientierung im Fremdsprachenunterricht**  
Übung SWS: 2; Anz. Teiln.: 20 N.N.,  
Fr 10:00 - 12:00 Raum: Oec OEC 1.164 , wöchentlich  
Fr 10:00 - 12:00mündliche Prüfung am: 07.02.2014

Kommentar      **Registration** via Stud.IP starts on Monday, September 16th at 10.00.

**459551**      **Graphic Novels in Foreign Language Teaching**  
Übung SWS: 2; Anz. Teiln.: 20 Stückrath, Philipp  
Di 16:00 - 18:00 Raum: Oec OEC 1.165 , wöchentlich  
Di 16:00 - 18:00mündliche Prüfung am: 04.02.2014

Kommentar      Comic-books, visual literature, graphic novels, graphic narratives, sequential art, visual-verbal literature... These terms keep occurring in research as well as in didactic teaching units. Together with the fact that new works in the comics medium are published daily, it shows that we are at present experiencing a 'comics renaissance'. This development is closely connected to the emergence of the graphic novel in the 1980s. Although being on the rise and having sparked the attention of literary criticism, graphic novels are still on the fringes of English language teaching. In this course we will approach the graphic novel from a didactic perspective and explore the vast teaching potential of this special form of literature in the comics medium. Our observations will thereby concentrate on the two autobiographical primary texts *American Born Chinese* by Gene Luen Yang and *Persepolis* by Marjane Satrapi.

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

**Registration** via Stud.IP starts on Monday, September 16th at 10.00. The number of participants is restricted to 20.

**459552**      **Einführung in die Literatur- und Filmarbeit im fremdsprachlichen Klassenzimmer**  
Vorlesung SWS: 2; Anz. Teiln.: 35 Surkamp, Carola  
Di 14:00 - 16:00 Raum: KWZ 0.607 , wöchentlich  
Di 14:00 - 16:00mündliche Prüfung am: 04.02.2014

Kommentar      Ziel dieser Vorlesung ist es, in die Grundlagen der Arbeit mit literarischen Texten (Gedichte, Dramen, Kurzgeschichten, Romane, Filme) im Englischunterricht der Sekundarstufen I und II einzuführen. Es werden die folgenden Aspekte beleuchtet: literarische und filmische Bildung in Zeiten von Kompetenz- und Output-Orientierung, Kriterien der Textauswahl, die Bauformen verschiedener Genres und deren didaktische Implikationen, analytische und kreative (d.h. handlungs- und produktionsorientierte) Textzugänge, Unterstützungsangebote (*scaffolding*), Fragen der Evaluation und Bewertung.

**Textgrundlage:** Als Grundlagentexte für die Literatur- und Filmdidaktik werden empfohlen:

- Nünning, Ansgar & Carola Surkamp. 2010. *Englische Literatur unterrichten: Grundlagen und Methoden*. 3. Aufl. Seelze-Velber: Kallmeyer-Klett.

- Henseler, Roswitha, Stefan Möller & Carola Surkamp. 2011. *Filme im Englischunterricht: Grundlagen, Methoden, Genres*. Seelze-Velber: Kallmeyer-Klett.

**Prüfungsart:** Mündliche Prüfung von 15 Minuten.

**Anmeldungen:** über StudIP ab Montag, 16.09.2013, 10 Uhr

## Begleitseminar zum Praktikum

### 4500053 **Teaching English Beyond the Classroom - Preparing and Accompanying a Class Trip to London**

Blockveranstaltung SWS: 2; Anz. Teiln.: 12

Stückrath, Philipp

Fr 12:30 - 18:00 Raum: KWZ 0.603 , Einzeltermin am: 08.11.2013

Sa 09:00 - 15:30 Raum: KWZ 0.603 , Einzeltermin am: 09.11.2013

Fr 12:30 - 18:00 Raum: KWZ 3.701 , Einzeltermin am: 17.01.2014

Sa 09:00 - 18:00 Raum: KWZ 3.701 , Einzeltermin am: 18.01.2014

Fr - Abgabe Hausarbeit am: 28.03.2014

#### Kommentar

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

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

Thanks to a cooperation with the Geschwister-Scholl Gesamtschule in Göttingen you will have the unique opportunity of putting the results of the course into practice right afterwards and during summer term 2014 in the framework of a Forschungspraktikum which would include the following

\* Team-teaching workshops (Arbeitsgemeinschaften) as conceptualized during our course in grade 8 groups at the KGS Geschwister Scholl: Tuesdays 13.50h-15.20h, February-June 2014 (so be prepared to be there on a weekly basis during summer term!)

\* Accompanying a 6-day class trip to a Whitstable/Herne Bay (incl. 2 days in London) with a homestay, taking responsibility for the students during the days and for some of the organization of the trip. The trip will take place at the end of June/beginning of July 2014 (tba).

**Note:** The trip will cost about 330EUR for transport, accommodation and entry fees. 2/3 of the amount are covered by Studienbeiträge; the other 1/3, about 110 EUR, will have to be covered by yourself.

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

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

459585

### Theatre Projects in Foreign Language Teaching

Seminar SWS: 2; Anz. Teiln.: 15

Elis, Franziska

Di - Praktikumsbericht am: 20.05.2014

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

Kommentar

Drama techniques can be used in the foreign language classroom to design a communicative, creative, learner-centred, holistic and active learning environment. They train the students' communicative skills including the use of non-verbal language within a meaningful context, they foster cooperative learning and thus also help students to develop their social skills. They can be used in phases of intercultural learning, while working with literary texts and also in grammar or vocabulary exercises. Moreover, the use of drama and theatre in foreign language classrooms enables teachers to motivate, encourage and empower students to self-confidently use the foreign language. A great way to have students fully experience the potential of drama and theatre is the integration of theatre projects into foreign language lessons.

In this course we will experience and reflect on the use of drama techniques as well as different ways of how to realize theatre projects in the context of foreign language learning. You will learn about theatre- and drama-pedagogical methods, games and principles, how to plan and organize a theatre project, including the development of a play, as well as how to do your own research project during your internship including methods and instruments which will help you to answer your research question.  
ze a theatre project, including the development of  
a play, as well as how to do

You can either do your *Forschungspraktikum* at a school or accompany two theatre weeks at the Volkshochschule Göttingen, which will take place in April 2014 (7.4. - 17.4.2014).

Students who attend this course as a *Vertiefungsseminar* will give a presentation on a theoretical aspect in the first half of the semester.

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

**Requirements:** Regular attendance, active participation,  
lar attendance, active *Forschungspraktikum*: report of 4000 words (about 12-15 pages), *Vertiefungsseminar*: presentation (30 minutes), short reflection in written form (all in English).

**Registration** via Stud.IP starts on Monday, September 16th at 10.00. The number of participants is restricted to 15 students.  
ber of participants is restricted to

459586

### Different Ways of Being in the World: Reading Unsettling and Contested Narratives in the FL Classroom

Seminar SWS: 2; Anz. Teiln.: 20

Plümer, Monika

Do 16:15 - 18:30 Raum: Wald.26 ERZ 156 , wöchentlich Von:  
24.10.2013 Bis:

Do - Abgabe Hausarbeit am: 06.02.2014

Kommentar

Reading is a foundational skill for learning, personal growth, enjoyment and entertainment. Reading is also a lifelong learning skill, as we constantly learn to (re-)decode and comprehend, to (re-)interpret and to develop new understandings. In modern societies the ability to read and the mastery of reading culturally might even become a factor in social integration while different forms of social exclusion are often linked to an inadequate ability in reading.

With its focus on cultural diversity, different lifeworlds, perspectives, languages and literacies, the foreign language classroom encourages students to develop their communicative competences with materials and texts that are meaningful and related to real, globalised worlds. The degree to which students can read, understand and negotiate texts that portray different contexts and discourses is a key indicator to meaningful participation in life, society and school. Thus learning becomes a process of constant meaning making and world making.

In this seminar, we will read visual, literary and cinematic texts that portray lifeworlds and human encounters in (former) settler societies like North America, Australia, Israel/Palestine, Kenya or South Africa. We will practise, discuss and evaluate reading strategies, reading methods (*close and wide reading, postcolonial readings*) and concepts for very different unsettling and contested narratives.

In the course of the semester we will also work on materials, assignments and lesson plans for learners of different age groups. Students who want to go on a school placement after this semester will learn how to foster reading skills and read books with children and teenagers, and they will prepare the materials they will use and evaluate in their classes. Students who attend this seminar as a *Vertiefungsseminar* will present their materials at the end of the semester.

**Reading:** A list and a reader with secondary sources will be provided at the beginning of the semester (Bibliothek Waldweg)

**You should have read:** Wolfgang Hallet. *Lernen fördern Englisch*. Klett/Kallmeyer 2011. (Seminarapparat Plümer Bibliothek Waldweg)

**Requirements:** regular attendance, active participation, presentation of a teaching unit (30 minutes / Vertiefung), term paper all in English

**Registration** via Stud.IP starts on Monday, September 16th at 10.00. The number of participants is restricted to 20.

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

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

450054

### Learning Games, Playful Learning and Role Play in the Foreign Language Classroom

Blockveranstaltung SWS: 2; Anz. Teiln.: 15

Haack, Adrian



- - Blockveranstaltung + Sa und So Von: 10.01.2014 Bis:  
12.01.2014

Kommentar Freitag, 10.01.2014 (Beginn 14:30 am Seminarort) - Sonntag, 12.01.2014 (13:00)

Der Termin für eine Abschlusssitzung (Präsentationen) wird gemeinsam verabredet.

Games can enhance group atmosphere and build trust and cooperation; they can be used to introduce new topics, deepen insight into different perspectives (e.g. in a role play) and foster language learning in all areas of skills. Teachers can use existing games especially designed for the foreign language classroom, they can utilize common game formats (such as *Taboo* or *Charades*) for language learning purposes, include interaction and dialogue games from the field of drama pedagogy - they can even invent their own games, tailored to their learning goals and groups. But how to do that?

In this class, we will be testing, reflecting and refining games for the foreign language classroom on all abovementioned levels. As a theoretical framework, we will be looking e.g. at theories of playful and wholistic (language) learning and work out from theory and experience basic principles for games and playful exercises to function in a foreign language classroom: *How to scaffold the materials and input? How to prevent students from thinking that playing can not be learning? How to ensure "proper" language learning in a vivid and obviously not teacher-fronted learning environment?*

Finally we will also be working towards a product: You will be developing your own game (a whodunit role play) as a group. But don't worry, you will receive help and guidance to make this work! Also, in order to come up with the necessary creativity and group atmosphere, this class will take place outside of Göttingen, probably in a guest and seminar house in the Harz mountains.

**Costs:** 2/3 of the costs are refunded by the university (bewilligte Studienmittel für Exkursionen). There will be an amount of approximately 30EUR to be paid for by yourselves.

**Credits and examination:**

By the end of the *Blockseminar*, we will only have developed a rough sketch for your own game. Your further job will be to refine and elaborate these ideas into usable teaching material. Your examination (on a date to be agreed on, towards the end of term) will be a presentation (30 minutes), to be held on the teaching material you have developed, the learning goals you are planning to achieve with them and the theoretical principles you have based your ideas on.

**Registration:** Prospective participants should register in advance via StudIP. The number of participants is restricted to 15 students. Registration starts on Monday, September 16th at 10.00.

459429

**Using Visual Material in the Foreign Language Class**

Seminar SWS: 2; Anz. Teiln.: 20

Surkamp, Carola

Di 08:00 - 10:00 Präsentation am: 04.02.2014

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

Kommentar Is visual material helpful to teach a foreign language? How can we visually support language learning? And how can we use images to teach literature and culture? This advanced seminar will deal with various aspects of imagery and visual art, such as their functions and benefits for language, literary and cultural instruction. By dealing with images for-

English language classes can also contribute to the overall aim of developing students' visual literacy.

We will analyse the illustrations of schoolbooks, deal with photographs, graphic narratives and films. We will also try out and reflect on various methodological approaches (analytical and creative) and collect practical ideas for your own future teaching.

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

**Requirements:** Regular attendance, active participation, presentation, short reflection in written form (all in English). You should also attend the seminar on graphic narratives by Prof. Glaser.

**Registration** via Stud.IP starts on Monday, September 16th at 10.00.

459585

### Theatre Projects in Foreign Language Teaching

Seminar SWS: 2; Anz. Teiln.: 15

*Elis, Franziska*

Di - Praktikumsbericht am: 20.05.2014

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

Kommentar

Drama techniques can be used in the foreign language classroom to design a communicative, creative, learner-centred, holistic and active learning environment. They train the students' communicative skills including the use of non-verbal language within a meaningful context, they foster cooperative learning and thus also help students to develop their social skills. They can be used in phases of intercultural learning, while working with literary texts and also in grammar or vocabulary exercises. Moreover, the use of drama and theatre in foreign language classrooms enables teachers to motivate, encourage and empower students to self-confidently use the foreign language. A great way to have students fully experience the potential of drama and theatre is the integration of theatre projects into foreign language lessons.

In this course we will experience and reflect on the use of drama techniques as well as different ways of how to realize theatre projects in the context of foreign language learning. You will learn about theatre- and drama-pedagogical methods, games and principles, how to plan and organize a theatre project, including the development of a play, as well as how to do your own research project during your internship including methods and instruments which will help you to answer your research question.

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a play, as well as how to do

You can either do your *Forschungspraktikum* at a school or accompany two theatre weeks at the Volkshochschule Göttingen, which will take place in April 2014 (7.4. - 17.4.2014).

Students who attend this course as a *Vertiefungsseminar* will give a presentation on a theoretical aspect in the first half of the semester.

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

**Requirements:** Regular attendance, active participation,  
lar attendance, active *Forschungspraktikum*: report of 4000 words (about 12-15 pages), *Vertiefungsseminar*: presentation (30 minutes), short reflection in written form (all in English).

**Registration** via Stud.IP starts on Monday, September 16th at 10.00. The number of participants is restricted to 15 students.  
ber of participants is restricted to

459586

### Different Ways of Being in the World: Reading Unsettling and Contested Narratives in the FL Classroom

Seminar SWS: 2; Anz. Teiln.: 20

Plümer, Monika

Do 16:15 - 18:30 Raum: Wald.26 ERZ 156 , wöchentlich Von:

24.10.2013 Bis:

Do - Abgabe Hausarbeit am: 06.02.2014

Kommentar

Reading is a foundational skill for learning, personal growth, enjoyment and entertainment. Reading is also a lifelong learning skill, as we constantly learn to (re-)decode and comprehend, to (re-)interpret and to develop new understandings. In modern societies the ability to read and the mastery of reading culturally might even become a factor in social integration while different forms of social exclusion are often linked to an inadequate ability in reading.

With its focus on cultural diversity, different lifeworlds, perspectives, languages and literacies, the foreign language classroom encourages students to develop their communicative competences with materials and texts that are meaningful and related to real, globalised worlds. The degree to which students can read, understand and negotiate texts that portray different contexts and discourses is a key indicator to meaningful participation in life, society and school. Thus learning becomes a process of constant meaning making and world making.

In this seminar, we will read visual, literary and cinematic texts that portray lifeworlds and human encounters in (former) settler societies like North America, Australia, Israel/Palestine, Kenya or South Africa. We will practise, discuss and evaluate reading strategies, reading methods (*close and wide reading, postcolonial readings*) and concepts for very different unsettling and contested narratives.

In the course of the semester we will also work on materials, assignments and lesson plans for learners of different age groups. Students who want to go on a school placement after this semester will learn how to foster reading skills and read books with children and teenagers, and they will prepare the materials they will use and evaluate in their classes. Students who attend this seminar as a *Vertiefungsseminar* will present their materials at the end of the semester.

**Reading:** A list and a reader with secondary sources will be provided at the beginning of the semester (Bibliothek Waldweg)

**You should have read:** Wolfgang Hallet. *Lernen fördern Englisch*. Klett/Kallmeyer 2011. (Seminarapparat Plümer Bibliothek Waldweg)

**Requirements:** regular attendance, active participation, presentation of a teaching unit (30 minutes / Vertiefung), term paper all in English

**Registration** via Stud.IP starts on Monday, September 16th at 10.00. The number of participants is restricted to 20.

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

459589

### Masterabschlussmodul

Blockveranstaltung SWS: 1; Anz. Teiln.: 15

Surkamp, Carola

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

**Anforderungen:** Regelmäßige Teilnahme, aktive Mitarbeit und Vorstellung der Masterarbeit.