
Modulhandbuch

Lehramt Gymnasium Englisch (LPO-UA 2012)

Lehramt

Gültig ab Wintersemester 2015/2016

Übersicht nach Modulgruppen

1) Fachdidaktik Gymnasium Englisch (LPO-UA 2012) ECTS: 15

Den Lehrstühlen der Anglistik/Amerikanistik sind folgende Abkürzungen zugeordnet:

ALW: Amerikanische Literaturwissenschaft

ASWA: Angewandte Sprachwissenschaft Anglistik

DID: Didaktik des Englischen

ELW: Englische Literaturwissenschaft

ESW: Englische Sprachwissenschaft

NELK: Neue Englische Literaturen und Kulturwissenschaft

EAS-3000 (= GyE 040 DID): Didactics: Introduction (V+Ü, 5 LP) (= Basismodul Fachdidaktik Englisch) (5 ECTS/LP, Pflicht).....4

EAS-3200 (= GyE 141 DID): Didactics: Intermediate (PS, 3 LP) (= Aufbaumodul Fachdidaktik Englisch) (3 ECTS/LP, Pflicht).....6

EAS-3600 (= GyE 240 DID): Didactics: Advanced (HS, 7 LP) (= Vertiefungsmodul Fachdidaktik Englisch) (7 ECTS/LP, Pflicht).....8

2) Fachwissenschaft Gymnasium Englisch (LPO-UA 2012) ECTS: 92

a) A Basismodule ECTS: 31

EAS-1011 (= GyE 010 LW): Literary Studies: Introduction (V+Ü, 6 LP) (= Basismodul Literaturwissenschaft Englisch) (6 ECTS/LP, Pflicht)..... 10

EAS-2011 (= GyE 020 SW): Linguistics: Introduction (GK+Ü, 6 LP) (= Basismodul Sprachwissenschaft Englisch) (6 ECTS/LP, Pflicht)..... 13

SZE-0102 (= GyE 030 SP): Grundstufe Sprachpraxis Englisch (9 LP) (= Basismodul Sprachpraxis Englisch) (9 ECTS/LP, Pflicht)..... 16

SZE-0104 (= GyE 050 LK): Cultural Studies (10 LP) (= Basismodul Kulturwissenschaft Englisch) (10 ECTS/LP, Pflicht)..... 18

b) B Aufbaumodule ECTS: 29

EAS-1411 (= GyE 111 LW): Literary Studies: Intermediate (PS, 6 LP) (= Aufbaumodul Literaturwissenschaft Englisch I) (6 ECTS/LP, Pflicht).....20

EAS-1211 (= GyE 112 LW): Literary Studies: Backgrounds (Ü/V/Ex, 4 LP) (= Aufbaumodul Literaturwissenschaft Englisch II) (4 ECTS/LP, Pflicht).....23

EAS-2411 (= GyE 121 SW): Linguistics: Intermediate (PS, 6 LP) (= Aufbaumodul Sprachwissenschaft Englisch I) (6 ECTS/LP, Pflicht)..... 27

EAS-2211 (= GyE 122 SW): Linguistics: Backgrounds (Ü/V, 4 LP) (= Aufbaumodul Sprachwissenschaft Englisch II) (4 ECTS/LP, Pflicht).....30

SZE-0106 (= GyE 130 SP): Aufbaustufe Sprachpraxis Englisch (9 LP) (= Aufbaumodul Sprachpraxis Englisch) (9 ECTS/LP, Pflicht).....33

c) C Vertiefungsmodule ECTS: 32

EAS-1711 (= GyE 211 LW): Literary Studies: Advanced (HS, 8 LP) (= Vertiefungsmodul Literaturwissenschaft Englisch I) (8 ECTS/LP, Pflicht).....	35
EAS-1511 (= GyE 212 LW): Literary Studies: Backgrounds 2 (Ü/V/Ex, 4 LP) (= Vertiefungsmodul Literaturwissenschaft Englisch II) (4 ECTS/LP, Pflicht).....	38
EAS-2711 (= GyE 221 SW): Linguistics: Advanced (HS, 8 LP) (= Vertiefungsmodul Sprachwissenschaft Englisch I) (8 ECTS/LP, Pflicht).....	43
EAS-2511 (= GyE 222 SW): Linguistics: Backgrounds 2 (Ü/V, 4 LP) (= Vertiefungsmodul Sprachwissenschaft Englisch II) (4 ECTS/LP, Pflicht).....	46
SZE-0108 (= GyE 230 SP): Vertiefungsstufe Sprachpraxis Englisch (8 LP) (= Vertiefungsmodul Sprachpraxis Englisch) (8 ECTS/LP, Pflicht).....	49

Modul EAS-3000 (= GyE 040 DID): Didactics: Introduction (V+Ü, 5 LP) (= Basismodul Fachdidaktik Englisch)		ECTS/LP: 5
Version 1.0.0 Modulverantwortliche/r: Prof. Dr. Engelbert Thaler		
Inhalte: Einführung in grundlegende Theorien, Konzepte, Ansätze und Methoden der Fremdsprachendidaktik, darunter Hinführung an fremdsprachendidaktische Forschungsfragen, Fachinhalte und Lernziele, Grundlagen des Fremdsprachenerwerbs und Schwerpunktfragen des Fremdsprachenunterrichts; Einbindung in berufs- und praxisbezogene Kontexte.		
Lernziele/Kompetenzen: <u>Fachlich:</u> Die Studierenden verfügen über grundlegende Kenntnisse in der Fachdidaktik des Englischen. Sie sind in der Lage, fachbezogene Lehr- und Lernprozesse theoretisch zu begründen. Dabei differenzieren sie Kompetenzen und methodische Umsetzungen sowie deren Überprüfung. Die Studierenden begreifen Lehr-/Lernprozesse als komplexes Zusammenwirken fachlicher, personenbezogener, institutioneller und bildungspolitischer Faktoren. <u>Methodisch:</u> Die Studierenden lernen, auch längere Instruktionsphasen konzentriert zu verfolgen und eigenständige Notate anzufertigen. Sie können mit fachdidaktischen Grundlagentexten selbstständig umgehen und wissen diese im Rahmen der Vor- bzw. Nachbereitung von Lehrveranstaltungen gewinnbringend zu nutzen. <u>Sozial/personal:</u> Die Studierenden lernen grundlegende Formen wissenschaftlicher Kommunikation kennen. Sie erfassen die Differenz zwischen ihren alltagsweltlichen (Schul-)Vorerfahrungen und einer wissenschaftlichen Objektkonstitution. Im ersten Kontakt mit dem Fachbereich werden eigene wissenschaftliche Positionen begründet und fachliche Neugier entwickelt.		
Arbeitsaufwand: Gesamt: 150 Std. 90 h Vor- und Nachbereitung des Stoffes inkl. Prüfungsvorbereitung, Eigenstudium 60 h Teilnahme an Lehrveranstaltungen, Präsenzstudium		
Voraussetzungen: keine		ECTS/LP-Bedingungen: Bestehen der Modulprüfung
Angebotshäufigkeit: jedes Semester	Empfohlenes Fachsemester: 2.	Minimale Dauer des Moduls: 1 Semester
SWS: 4	Wiederholbarkeit: siehe PO des Studiengangs	

Modulteile
Modulteil: Introduction to the Teaching of English Lehrformen: Vorlesung Dozenten: Prof. Dr. Engelbert Thaler Sprache: Englisch / Deutsch SWS: 2
Inhalte: This introductory lecture will give you an overview of TEFL (Teaching English as a Foreign Language). We will cover basics (e.g. objectives, teacher, learner, media, lesson planning), methodology (e.g. Balanced Teaching, cooperative learning, practising, playing, CLIL), competences (e.g. listening-viewing, speaking, reading, writing, mediating, vocabulary, grammar, intercultural communicative competence) as well as assessment (e.g. class tests).

Literatur:

Thaler, Engelbert. *Englisch unterrichten*. Berlin: Cornelsen, 2014. (Die in der Vorlesung behandelten Kapitel sollten wöchentlich vorbereitend gelesen werden.)

Zugeordnete Lehrveranstaltungen:

Introduction to the Teaching of English - Nicht für Erstsemester geeignet (ausgenommen Master)! (Vorlesung)

This introductory lecture will give you an overview of TEFL (Teaching English as a Foreign Language). We will cover basics (e.g. objectives, teacher, learner, media, lesson planning), methodology (e.g. Balanced Teaching, cooperative learning, practising, playing, CLIL), competences (e.g. listening-viewing, speaking, reading, writing, mediating, vocabulary, grammar, intercultural communicative competence) as well as assessment (e.g. class tests).

Modulteil: Begleitübung zur Vorlesung "Introduction to the Teaching of English"

Lehrformen: Übung

Sprache: Englisch / Deutsch

SWS: 2

Inhalte:

The lecture "Introduction to the Teaching of English" is accompanied by a tutorial which is offered by several lecturers. The tutorials are designed to allow students to derive the maximum benefit from the lecture by providing a supportive context for the focused exploration of topics which are covered in the introductory course. The prime focus is placed on teacher and learners, methods and approaches, competences and objectives, assessment and testing. Moreover, some teaching ideas to be applied in a TEFL classroom will be tried out in the practical part of this course.

Literatur:

Thaler, Engelbert. *Englisch unterrichten*. Berlin: Cornelsen, 2014.

Prüfung

Didactics: Introduction (V+Ü, 5 LP)

Klausur

Modul EAS-3200 (= GyE 141 DID): Didactics: Intermediate (PS, 3 LP) (= Aufbaumodul Fachdidaktik Englisch)		ECTS/LP: 3
Version 1.0.0 Modulverantwortliche/r: Prof. Dr. Engelbert Thaler		
Inhalte: Hinführung an fremdsprachendidaktische Forschungsfragen, Fachinhalte und Lernziele, Grundlagen des Fremdsprachenerwerbs und Schwerpunktfragen des Fremdsprachenunterrichts; Einbindung in berufs- und praxisbezogene Kontexte.		
Lernziele/Kompetenzen: <u>Fachlich:</u> In der intensiven Auseinandersetzung mit einem Thema eines Schwerpunktbereiches (Einflussfaktoren, Kompetenzen, Methodik, Leistungsbeurteilung) erweitern die Studierenden ihre Kenntnisse in der Englischdidaktik und erkennen Zusammenhänge. Sie sind in der Lage, fachbezogene Lehr- und Lernprozesse nicht nur theoretisch zu begründen sondern auch kritisch zu reflektieren. <u>Methodisch:</u> Im Sinne wissenschaftlichen Arbeitens erschließen die Studierenden selbstständig Forschungsliteratur aus dem Gebiet der Englischdidaktik. Sie präsentieren eigene Arbeitsergebnisse unter sinnvoller Hinzuziehung von Veranschaulichungsmitteln. <u>Sozial/personal:</u> Im wissenschaftlichen Diskurs vertreten und modifizieren die Studierenden eigene Positionen. Dabei erwerben sie ein sach- und situationsgerechtes Kommunikationsverhalten. Die Studierenden lernen, sich über einen längeren Zeitraum hinweg in ein Thema zu vertiefen bzw. kontinuierlich an einer Aufgabenstellung zu arbeiten. In der Erfahrung, dass wissenschaftliche Erkenntnisse stets standortgebunden und vorläufig sind, erwerben die Studierenden gedankliche Flexibilität und Ambiguitätstoleranz.		
Arbeitsaufwand: Gesamt: 90 Std. 30 h Teilnahme an Lehrveranstaltungen, Präsenzstudium 60 h Vor- und Nachbereitung des Stoffes inkl. Prüfungsvorbereitung, Eigenstudium		
Voraussetzungen: abgeschlossenes Modul "Didactics: Introduction (V+Ü, 5 LP)" (EAS-3000)		ECTS/LP-Bedingungen: Bestehen der Modulprüfung
Angebotshäufigkeit: jedes Semester	Empfohlenes Fachsemester:	Minimale Dauer des Moduls: 1 Semester
SWS: 2	Wiederholbarkeit: siehe PO des Studiengangs	

Modulteile
Modulteil: Proseminar, siehe Titel der jeweiligen Lehrveranstaltung Lehrformen: Proseminar Sprache: Englisch / Deutsch SWS: 2
Zugeordnete Lehrveranstaltungen: Effective English Language Teaching in Multilingual Classrooms (Proseminar) The number of different languages spoken in schools in Germany has increased tremendously. The diverse population of students with different learning needs and styles renders teaching a foreign language more challenging. The aim of this course is to provide a survey on the phenomenon of multilingualism in teaching English as a foreign language. In the theoretical part of the seminar, we will explore various definitions of multilingualism and its impact on the contemporary foreign language teaching settings. In the practical part, creative teaching ideas for multilingual classrooms will be presented and analyzed.

Improving Intercultural Learning in TEFL (Proseminar)

This course introduces students to the theory and methodology of intercultural learning. After discussing the definition, components and objectives of intercultural learning, suitable practical implications for various English language teaching settings will be demonstrated. We will present and discuss our self-designed intercultural activities as well as reflect on their assessment.

Methods of Teaching English in Elementary School (Proseminar)

Learning English at elementary school should be a unit of 'head, heart and hand'. This means cognitive, emotional and practical skills should be stimulated and used during the lesson in various activities. How can teachers have pupils listen to and talk in the foreign language with all their senses and without any shyness. Many concepts and various different approaches were discussed since the beginning of teaching English to younger learners. This seminar should introduce typical methods and techniques of teaching a foreign language in elementary school. Together we will develop an ABC with necessary methods and techniques for the elementary school.

Teaching Cultural Studies: The 13 Original States of the USA (Proseminar)

The cultural component of foreign language acquisition has received greater emphasis again since the end-1990s - not only in schools, but also in adult education. The acquisition of a practical understanding of the target culture and society, including a knowledge of relevant historical, geographical and political issues, has thus become an important element in teacher training programs. This Proseminar offers an in-depth insight into the 13 Original States of the USA and how to teach cultural studies in the classroom.

Teaching House of Cards in the Upper Secondary Level (Proseminar)

Audio-visual media still lead a Cinderella existence when it comes to teaching English as a foreign language. Nevertheless, films and series are very popular with pupils and a lot of competences can be promoted - teachers just need to make sure that films are not consumed passively. In this class, we will draw our attention to film-based language learning (FBLL) in the upper secondary level. We will have a closer look at short (music videos), medium (series) and long formats and possible modes of presentation. The foundation of FBLL in curricula, educational standards and CEFR will also play an important role. Finally, the American drama series House of Cards will serve to illustrate how much students can benefit from FBLL.

Test Theory and Test Practice in TEFL (Proseminar)

Testing is probably one of the activities that most expose the professional attitude and suitability for the job of any foreign language teacher. Not only is the teacher obliged to show his own foreign language proficiency - teachers also have to show their ability - and willingness - to present pupils with fair and valid tests on the contents taught beforehand. During this term we will explore how parameters such as validity, objectivity, reliability, transparency or just a neat external form determine a decent and acceptable test for foreign language learners at all levels. Moreover, different test formats and exercises will be examined for their practical value and for the application of the above parameters. Lastly, students will be given the opportunity to develop small tests, test exercises or lessons of their own - just as they will be shown examples taken from the lecturer's daily school practice. The latter will also include some concrete practice in terms of marking a test.... (weiter siehe Digicampus)

Prüfung

Didactics: Intermediate (PS, 3 LP)

Modulprüfung, (Klausur oder Hausarbeit, abhängig von der jeweiligen Lehrveranstaltung)

Modul EAS-3600 (= GyE 240 DID): Didactics: Advanced (HS, 7 LP) (= Vertiefungsmodul Fachdidaktik Englisch)		ECTS/LP: 7
Version 1.0.0 Modulverantwortliche/r: Prof. Dr. Engelbert Thaler		
Inhalte: Vertiefung eines fremdsprachendidaktischen Schwerpunkts sowie vertiefte Reflexion fremdsprachendidaktischer Theorien und Konzepte unter Beachtung zentraler Inhalte und Ziele des Faches Englisch; Fremdsprachendidaktische Theoriebildung, empirische Unterrichtsforschung und schulische Praxis.		
Lernziele/Kompetenzen: <u>Fachlich:</u> Die Studierenden verfügen über vertiefte Kenntnisse in einem Spezialgebiet der Englischdidaktik. Dabei setzen sie ihr Wissen stets in Bezug zu anderen Teilbereichen der Fremdsprachendidaktik sowie verwandten Disziplinen. <u>Methodisch:</u> In Bezug auf die selbstständige Arbeit mit Forschungsliteratur vertiefen die Studierenden ihre methodischen Fertigkeiten. Sie präsentieren Lektüreergebnisse, eigene methodische Erprobungen oder bereits eigene Forschungsunterfangen (aus dem Kontext der Abschlussarbeit) und vertreten diese im wissenschaftlichen Gespräch. <u>Sozial/personal:</u> Die Studierenden vertiefen ihre Fertigkeiten im sach- und adressatengerechten wissenschaftlichen Diskurs. Sie festigen eigene Positionen und zeigen gleichzeitig Respekt und Aufgeschlossenheit für die Interessen und Leistungen anderer. Generell lernen die Studierenden, mit einem hohen Arbeitspensum umzugehen. Dabei werden Konzentrationsfähigkeit und Zeitmanagement gefördert.		
Arbeitsaufwand: Gesamt: 210 Std.		
Voraussetzungen: bei Lehramtsstudiengängen: abgeschlossenes Modul "Didactics: Intermediate (PS, 3 LP)" (EAS-3200)		ECTS/LP-Bedingungen: Bestehen der Modulprüfung
Angebotshäufigkeit: jedes Semester	Empfohlenes Fachsemester:	Minimale Dauer des Moduls: 1 Semester
SWS: 2	Wiederholbarkeit: siehe PO des Studiengangs	

Modulteile
Modulteil: Hauptseminar, siehe Titel der jeweiligen Lehrveranstaltung Lehrformen: Hauptseminar Sprache: Englisch / Deutsch SWS: 2
Zugeordnete Lehrveranstaltungen: Analysing Lessons in the Secondary Classroom (Hauptseminar) To become a good teacher it is necessary to study sample lessons. Best practice lessons can serve as models, but you may also learn effectively from mistakes. This is the rationale why we want to study five teachers of English as a foreign language (EFL) via 12 videotaped lessons from grade 6 to 12 in secondary classrooms. After a few theory-based meetings, which will conclude with a short test, the focus of our class will be on analyzing real English lessons with the help of various observation sheets. We can also look forward to having a guest lesson from a dedicated and experienced teacher. As part of the programme, students also have to participate in the ? 2.Tag der Englischdidaktik? on a mid-June Friday. After we have analysed enough lessons, the research paper will focus on planning a lesson based on a film. This class is intended for Gym / RS / MS students who will teach in secondary classrooms (Sek I / II)... (weiter siehe Digicampus) Bridging the Gap - English Beyond and Within the Classroom (Hauptseminar)

All too often school and the real world seem like two worlds apart. The same is true for English language learning ? students feel that there is a gap between what they learn at school and what they come across in their spare time. In this course we will get to know different ways of combining language learning in school and outside of school. First, we will have a look at some current research into the topic of out-of-school English. After that, the focus will be on evaluating examples of learning spaces outside school, such as airports, cinemas and exchange programs. In an attempt of bringing the students' real world into the classroom, we will also look into possibilities of learning English in the classroom via authentic, learner-centered activities involving songs, email projects and video clips. In the end, the aim will be to develop ready-to-use teaching ideas how to bridge the gap between school and out-of school life.... (weiter siehe Digicampus)

Materials Analysis and Development in Primary Classrooms - Nur für Grundschule geeignet! (Hauptseminar)

There is a rich palette of materials to implement for contemporary language teaching. This situation makes their careful selection, adaptation and supplementation quite essential. Our seminar explores the analysis of language teaching materials for primary English teaching from course and activity books to online resources. Moreover, we will deal with developing our own teaching materials and encouraging our learners to generate materials in primary classrooms.

Teaching English with Music (Hauptseminar)

Music-based Language Learning (MBLL) can be motivating, effective and applicable at all levels of teaching English as a foreign language (TEFL). In this class, we will investigate how to teach English with a variety of music genres, e.g. pop songs, music videos, political songs, folk music, jazz chants, karaoke, and art music. After a few theory-based meetings, which will conclude with a short test, the focus of each meeting will be on one genre, including student presentations, lesson outlines, and micro-teaching phases. We can also look forward to having a guest lesson from a dedicated and experienced teacher. As part of the programme, students also have to participate in the ?2.Tag der Englischdidaktik? on a mid-June Friday.

Prüfung

Didactics: Advanced (HS, 7 LP)

Modulprüfung, (Klausur oder Hausarbeit, abhängig von der jeweiligen Lehrveranstaltung)

Modul EAS-1011 (= GyE 010 LW): Literary Studies: Introduction (V+Ü, 6 LP) (= Basismodul Literaturwissenschaft Englisch)		ECTS/LP: 6
Version 1.0.0 Modulverantwortliche/r: Prof. Dr. Martin Middeke Prof. Dr. Hubert Zapf		
Inhalte: Literaturwissenschaftliche Grundfragen und Arbeitstechniken, sowie Grundlagen der Geschichte englischsprachiger Literaturen		
Lernziele/Kompetenzen: <u>Fachlich:</u> Die Studierenden erwerben literaturwissenschaftliche Grundkenntnisse und Arbeitstechniken. Sie sind in der Lage, grundlegende fachwissenschaftliche Methoden, Termini und Analyseverfahren an Beispielen aus der Geschichte der englischsprachigen Literaturen anzuwenden. <u>Methodisch:</u> Die Studierenden lernen, längeren Instruktionsphasen konzentriert zu folgen und diese in eigenständigen Notizen festzuhalten. Sie fassen Informationen, unter anderem aus literaturwissenschaftlichen Grundagentexten, zusammen und übertragen sie in ihre eigene Wissensstruktur. <u>Sozial/personal/kommunikativ:</u> Die Studierenden lernen grundlegende Formen wissenschaftlicher Kommunikation kennen, insbesondere die der englischen Sprache im akademischen Stilregister. Sie entwickeln fachliche Neugier und einen diskursiven Denkstil.		
Bemerkung: Dieses Modul ist an einem der angegebenen Lehrstühle (ALW oder ELW) zu erbringen. Die Prüfung ist dem gewählten Lehrstuhl zugeordnet. Dies ist bei der Prüfungsanmeldung zu beachten.		
Arbeitsaufwand: Gesamt: 180 Std.		
Voraussetzungen: keine		ECTS/LP-Bedingungen: Bestehen der Modulprüfung
Angebotshäufigkeit: jedes Semester	Empfohlenes Fachsemester: 1.	Minimale Dauer des Moduls: 1 Semester
SWS: 3	Wiederholbarkeit: siehe PO des Studiengangs	
Modulteile		
Modulteil: V Literary Studies: Introduction Lehrformen: Vorlesung Sprache: Englisch / Deutsch SWS: 2		
Zugeordnete Lehrveranstaltungen: Introduction to American Literary Studies (Vorlesung) The course is designed to acquaint students with the terminology, methods, and techniques of literary studies (Part I) by analyzing texts taken from various literary periods and genres (Part II). The course thus offers a first overview of American literary history from the colonial period to the present. Students in the ?Lehramt Gymnasium? program as well as Bachelor?s students majoring in ?Anglistik/Amerikanistik? are required to take the ?Supplementary Course: American Literary Studies? alongside this lecture. Since the final exam for these programs covers both courses, they should be attended within the same semester. Students in other programs do not need to take the supplementary course but are welcome to do so on a voluntary (non-credit) basis. Introduction to English Literary Studies		

This course introduces students to important concepts, genres, terms and methods of analysis in English literary studies. It offers systematic knowledge of genres in literary studies (poetry, drama, narrative), gives an introduction to the diverse theoretical contexts of the study of literature (literary theory), and provides basic information about the historical development of English literature. Furthermore, students will be made familiar with elementary techniques of research and essential study aids in English literary studies. In certain degree programmes (e.g. LA Gymn. Englisch, BA-Hauptfach Anglistik/Amerikan., BA Vergl. Lit.wiss. mit Angl./Amerik.), students are required to attend a supplementary course (?Begleitübung?) or tutorial. There are three courses to choose from: Supp. Course A (M. Riedelsheimer): Wed. 10:00 ? 10:45 am; room D-2006 Supp. Course B (K. Stöckl): Wed. 10:45 - 11.30 am; room D-2006 Supp. Course C (C. Schönberger): Thurs. 13:15 - 14.00; room D-1003 Tutorial... (weiter siehe Digicampus)

Modulteil: Ü Literary Studies: Introduction

Lehrformen: Übung

Sprache: Englisch / Deutsch

SWS: 1

Zugeordnete Lehrveranstaltungen:

Supplementary Course: American Literary Studies

This course is a supplement to the lecture course ?Introduction to American Literary Studies.? Participants will be provided the opportunity to acquire a variety of skills needed for effectively and successfully studying Anglophone literatures in general, and American literature in particular. In the first half of the semester, students will get to know basic academic working standards and encounter a range of important methods and techniques. In the second half, we will build on and implement the subject matter taught in the main lecture course by reading, discussing, and analyzing a number of literary texts in smaller groups and a more practice-oriented environment. Participants are required to read and prepare all of the assigned texts on time and share their responses during discussions.

Supplementary Course (A): Introduction to English Literary Studies

This course accompanies the course "Introduction to English Literary Studies". It serves as a platform for expanding on the contents of the main introductory course. Since it is specifically designed to complement the said course, it should be attended in the same term. (Please note that it may *not* be combined with the course "Introduction to American Literature".) In certain degree programmes (e.g. LA Gymn. Englisch, BA-Hauptfach Anglistik/Amerikan., BA Vergl. Lit.wiss. mit Angl./Amerik.), students are *required* to attend this course alongside the main introductory course. g Begleitübung Englische Literaturwissenschaft" on Digicampus.

Supplementary Course (B): Introduction to English Literary Studies

This course accompanies the course "Introduction to English Literary Studies". It serves as a platform for expanding on the contents of the main introductory course. Since it is specifically designed to complement the said course, it should be attended in the same term. (Please note that it may *not* be combined with the course "Introduction to American Literature".) In certain degree programmes (e.g. LA Gymn. Englisch, BA-Hauptfach Anglistik/Amerikan., BA Vergl. Lit.wiss. mit Angl./Amerik.), students are *required* to attend this course alongside the main introductory course. g Begleitübung Englische Literaturwissenschaft" on Digicampus.

Supplementary Course (C): Introduction to English Literary Studies

This course accompanies the course "Introduction to English Literary Studies". It serves as a platform for expanding on the contents of the main introductory course. Since it is specifically designed to complement the said course, it should be attended in the same term. (Please note that it may *not* be combined with the course "Introduction to American Literature".) In certain degree programmes (e.g. LA Gymn. Englisch, BA-Hauptfach Anglistik/Amerikan., BA Vergl. Lit.wiss. mit Angl./Amerik.), students are *required* to attend this course alongside the main introductory course. g Begleitübung Englische Literaturwissenschaft" on Digicampus.

Prüfung

Literary Studies: Introduction (V+Ü, 6 LP) ALW

Klausur

Prüfung

Literary Studies: Introduction (V+Ü, 6 LP) ELW

Klausur

Modul EAS-2011 (= GyE 020 SW): Linguistics: Introduction (GK +Ü, 6 LP) (= Basismodul Sprachwissenschaft Englisch)		ECTS/LP: 6
Version 1.0.0 Modulverantwortliche/r: Prof. Dr. Claudia Claridge Prof. Dr. Anita Fetzer		
Inhalte: Einführung in die Grundlagen der englischen Syntax, Morphologie, Phonologie, Semantik und Pragmatik und Anwendung der Kategorien sowie der diesbezüglichen sprachlichen Mittel auf ausgewählte Praxisbeispiele. Hilfsmittel für wissenschaftliches Arbeiten und Arbeitstechniken.		
Lernziele/Kompetenzen: <u>Fachkompetenz:</u> Allgemeine Kenntnisse der Begrifflichkeiten und Systematik der modernen Sprachwissenschaft, speziell der der englischen Sprache, des englischen Sprachgebrauchs und der englischen Grammatik auf wissenschaftlicher Basis. <u>Methodenkompetenz:</u> Kenntnisse der linguistischen Arbeitsmethoden, wie u.a. Deskription, empirische und sprachwissenschaftlich fundierte Datenanalyse. Integrativer Erwerb von sprachwissenschaftlichen Techniken des wissenschaftlichen Arbeitens. <u>Sozialkompetenz:</u> Transferfähigkeiten, internationale Orientierung, Diskussionsfähigkeit <u>Selbstkompetenz:</u> Selbstmanagement, fachliche Flexibilität		
Bemerkung: Grundkurs und Begleitübung ("Study Skills") sollten im gleichen Semester belegt werden.		
Arbeitsaufwand: Gesamt: 180 Std.		
Voraussetzungen: keine		ECTS/LP-Bedingungen: Bestehen der Modulprüfung
Angebotshäufigkeit: jedes Semester	Empfohlenes Fachsemester: 1.	Minimale Dauer des Moduls: 1 Semester
SWS: 3	Wiederholbarkeit: siehe PO des Studiengangs	
Moduleile		
Modulteil: Grundkurs Introduction to Linguistics Lehrformen: Grundkurs Sprache: Englisch / Deutsch SWS: 2		
Zugeordnete Lehrveranstaltungen: VL Introduction to English Linguistics (Vorlesung) GK Introduction to English Linguistics (Mo 10.00-11.30h) This course provides an introduction to the specifics of language structure and language function. After a general introduction to the nature and structure of the English language, we study the various components of a language, such as speech sounds (phonetics and phonology), words and their internal structure (morphology), phrases and sentence structure (syntax), meaning of words and sentences (semantics), and meaning of utterances in communication (pragmatics). In addition, we look at the relations between language and society, language and communication, and language and education.		

Modulteil: Begleitübung Introduction to Linguistics

Lehrformen: Übung

Sprache: Englisch / Deutsch

SWS: 1

Zugeordnete Lehrveranstaltungen:

BÜ Begleitübung zur Einführung in die Englische Sprachwissenschaft (Kurs A)

This companion course for the Introduction to English Linguistics has two components: On one hand, the topics covered in the Introduction are discussed at greater length to prepare you for the module exam. Thus, questions regarding general linguistics, structuralism, phonetics/phonology, morphology, syntax, semantics as well as pragmatics and the history of English will be actively discussed in groups. On the other hand, basic study skills needed to successfully complete your study of linguistics and fulfill the requirements of seminar-type courses will be developed. Questions such as the following will be answered: What actually is academic research? What are its methods? How do I write a term paper? How do I use quotations? How do I write a References section? Please note: Beginning with the winter term 2012/13, students are required to enroll in the Introduction to English Linguistics and the Übung Study Skills in the same semester because according to the new modularized LPO UA (20... (weiter siehe Digicampus)

BÜ Begleitübung zur Einführung in die Englische Sprachwissenschaft (Kurs B)

This companion course for the Introduction to English Linguistics has two components: On one hand, the topics covered in the Introduction are discussed at greater length to prepare you for the module exam. Thus, questions regarding general linguistics, structuralism, phonetics/phonology, morphology, syntax, semantics as well as pragmatics and the history of English will be actively discussed in groups. On the other hand, basic study skills needed to successfully complete your study of linguistics and fulfill the requirements of seminar-type courses will be developed. Questions such as the following will be answered: What actually is academic research? What are its methods? How do I write a term paper? How do I use quotations? How do I write a References section? Please note: Beginning with the winter term 2012/13, students are required to enroll in the Introduction to English Linguistics and the Übung Study Skills in the same semester because according to the new modularized LPO UA (20... (weiter siehe Digicampus)

BÜ Begleitübung zur Einführung in die Englische Sprachwissenschaft (Kurs C)

This companion course for the Introduction to English Linguistics has two components: On one hand, the topics covered in the Introduction are discussed at greater length to prepare you for the module exam. Thus, questions regarding general linguistics, structuralism, phonetics/phonology, morphology, syntax, semantics as well as pragmatics and the history of English will be actively discussed in groups. On the other hand, basic study skills needed to successfully complete your study of linguistics and fulfill the requirements of seminar-type courses will be developed. Questions such as the following will be answered: What actually is academic research? What are its methods? How do I write a term paper? How do I use quotations? How do I write a References section? Please note: Beginning with the winter term 2012/13, students are required to enroll in the Introduction to English Linguistics and the Übung Study Skills in the same semester because according to the new modularized LPO UA (20... (weiter siehe Digicampus)

BÜ Begleitübung zur Einführung in die Englische Sprachwissenschaft (Kurs D)

This companion course for the Introduction to English Linguistics has two components: On one hand, the topics covered in the Introduction are discussed at greater length to prepare you for the module exam. Thus, questions regarding general linguistics, structuralism, phonetics/phonology, morphology, syntax, semantics as well as pragmatics and the history of English will be actively discussed in groups. On the other hand, basic study skills needed to successfully complete your study of linguistics and fulfill the requirements of seminar-type courses will be developed. Questions such as the following will be answered: What actually is academic research? What are its methods? How do I write a term paper? How do I use quotations? How do I write a References section? Please note: Beginning with the winter term 2012/13, students are required to enroll in the Introduction to English Linguistics and the Übung Study Skills in the same semester because according to the new modularized LPO UA (20... (weiter siehe Digicampus)

BÜ Begleitübung zur Einführung in die Englische Sprachwissenschaft (Kurs E)

This companion course for the Introduction to English Linguistics has two components: On one hand, the topics covered in the Introduction are discussed at greater length to prepare you for the module exam. Thus, questions regarding general linguistics, structuralism, phonetics/phonology, morphology, syntax, semantics as well as pragmatics and the history of English will be actively discussed in groups. On the other hand, basic study skills needed to successfully complete your study of linguistics and fulfill the requirements of seminar-type courses will be developed. Questions such as the following will be answered: What actually is academic research? What are its methods? How do I write a term paper? How do I use quotations? How do I write a References section? Please note: Beginning with the winter term 2012/13, students are required to enroll in the Introduction to English Linguistics and the Übung Study Skills in the same semester because according to the new modularized LPO UA (20... (weiter siehe Digicampus)

BÜ Begleitübung zur Einführung in die Englische Sprachwissenschaft (Kurs F)

This companion course for the Introduction to English Linguistics has two components: On one hand, the topics covered in the Introduction are discussed at greater length to prepare you for the module exam. Thus, questions regarding general linguistics, structuralism, phonetics/phonology, morphology, syntax, semantics as well as pragmatics and the history of English will be actively discussed in groups. On the other hand, basic study skills needed to successfully complete your study of linguistics and fulfill the requirements of seminar-type courses will be developed. Questions such as the following will be answered: What actually is academic research? What are its methods? How do I write a term paper? How do I use quotations? How do I write a References section? Please note: Beginning with the winter term 2012/13, students are required to enroll in the Introduction to English Linguistics and the Übung Study Skills in the same semester because according to the new modularized LPO UA (20... (weiter siehe Digicampus)

Prüfung

Linguistics: Introduction (GK+Ü, 6 LP) ASWA

Klausur / Prüfungsdauer: 90 Minuten

Prüfung

Linguistics: Introduction (GK+Ü, 6 LP) ESW

Klausur / Prüfungsdauer: 90 Minuten

Modul SZE-0102 (= GyE 030 SP): Grundstufe Sprachpraxis Englisch (9 LP) (= Basismodul Sprachpraxis Englisch)		ECTS/LP: 9
Version 1.0.0 (seit SoSe15 bis SoSe16) Modulverantwortliche/r: Dr. phil. Christine Haunz		
Inhalte: Konsolidierung der fremdsprachlichen Kompetenz in den Bereichen Aussprache und Grammatik auf der Basis von 7-9 Jahren gymnasialen Unterrichts <ul style="list-style-type: none"> • Grammar 1 • Effective Pronunciation • Phonetics and Phonology 		
Lernziele/Kompetenzen: Befähigung zur sicheren Anwendung der erworbenen Kenntnisse und Fertigkeiten in den Bereichen Aussprache und Grammatik; Fähigkeit zur kontrastierenden Einordnung der erworbenen fremdsprachlichen Strukturen vor dem Hintergrund der Muttersprache (Zielniveau B2+ GER)		
Bemerkung: Aus jeder LV-Gruppe ist eine LV zu belegen. Online-Anmeldung (zu den Lehrveranstaltungen über Digicampus, zur Prüfung über STUDIS)		
Arbeitsaufwand: Gesamt: 270 Std.		
Voraussetzungen: keine		ECTS/LP-Bedingungen: Bestehen der Modulgesamtprüfung
Angebotshäufigkeit: jedes Semester (in der Regel)	Empfohlenes Fachsemester:	Minimale Dauer des Moduls: 1-2 Semester
SWS: 6	Wiederholbarkeit: siehe PO des Studiengangs	
Modulteile		
Modulteil: Grammar 1 Lehrformen: Übung Sprache: Englisch SWS: 2		
Zugeordnete Lehrveranstaltungen: Grammar 1 / Gruppe A (Übung) Grammar 1 / Gruppe B (Übung) Grammar 1 / Gruppe C (Übung) Grammar 1 / Gruppe D (Übung)		
Modulteil: Effective Pronunciation Lehrformen: Übung Sprache: Englisch SWS: 2		
Zugeordnete Lehrveranstaltungen: Effective Pronunciation / Gruppe A (British) (Übung) Effective Pronunciation / Gruppe B (British) (Übung) Effective Pronunciation / Gruppe C (American) (Übung)		

Effective Pronunciation / Gruppe D (American) (Übung)

Effective Pronunciation / Gruppe E (American) (Übung)

Modulteil: Phonetics and Phonology

Lehrformen: Übung

Sprache: Englisch

SWS: 2

Zugeordnete Lehrveranstaltungen:

Phonetics and Phonology (Übung)

Prüfung

Grundstufe Sprachpraxis Englisch (9 LP)

Mündliche Prüfung, Modulgesamtprüfung

Modul SZE-0104 (= GyE 050 LK): Cultural Studies (10 LP) (= Basismodul Kulturwissenschaft Englisch)		ECTS/LP: 10
Version 1.0.0 (seit SoSe15 bis SoSe16) Modulverantwortliche/r: Dr. phil. Christine Haunz Dr. Timo Müller		
Inhalte: Überblick über ausgewählte englischsprachige Kulturen; kulturwissenschaftliches und landeskundliches Wissen <ul style="list-style-type: none"> • British Cultural Studies 1 • American Cultural Studies 1 • Cultural Studies 2 <i>oder V oder Ü</i> 		
Lernziele/Kompetenzen: landeskundliche und interkulturelle Kompetenz, basierend auf vertieften Kenntnissen zu den sozialen, wirtschaftlichen, politischen und kulturellen Gegebenheiten der anglophonen Länder		
Bemerkung: Aus jeder LV-Gruppe ist eine LV zu belegen. Online-Anmeldung (zu den Lehrveranstaltungen über Digicampus, zur Prüfung über STUDIS)		
Arbeitsaufwand: Gesamt: 300 Std.		
Voraussetzungen: keine		ECTS/LP-Bedingungen: Bestehen der Modulgesamtprüfung
Angebotshäufigkeit: jedes Semester (in der Regel)	Empfohlenes Fachsemester:	Minimale Dauer des Moduls: 1-2 Semester
SWS: 6	Wiederholbarkeit: siehe PO des Studiengangs	

Modulteile
Modulteil: British Cultural Studies Lehrformen: Übung Sprache: Englisch SWS: 2
Zugeordnete Lehrveranstaltungen: British Cultural Studies 1 / Gruppe A (Übung) British Cultural Studies 1 / Gruppe B (Übung) British Cultural Studies 1 / Gruppe C (Übung)
Modulteil: American Cultural Studies Lehrformen: Übung Sprache: Englisch SWS: 2
Zugeordnete Lehrveranstaltungen: American Cultural Studies 1 / Gruppe A (Übung) American Cultural Studies 1 / Gruppe B (Übung) American Cultural Studies 1 / Gruppe C (Übung) American Cultural Studies 1 / Gruppe D (Übung)

Modulteil: Cultural Studies 2 oder Vorlesung oder Übung

Lehrformen: Vorlesung, Übung

Sprache: Englisch

Zugeordnete Lehrveranstaltungen:

Cultural Studies 2 (Übung)

Postmodernism: Theory, Literature and Film (Übung)

In his recent essay, Mathias Nilges describes Postmodernism as 'a moment in literary history' and a general 'periodizing term' (Nilges). In this respect, this seminar will explore the philosophical, socio-cultural and aesthetic debates associated with postmodernism. As a profound skepticism towards notions of history, language, representation, and authenticity became a shaping factor in the emergence of innovative narrative and representational conventions, postmodern fiction set out to develop new forms of artistic practice and expression foregrounding concepts such as self-reflexivity, hybridity, playfulness. Students will be introduced to a number of theoretical writings (e.g. Lyotard and Baudrillard) which epitomize and account for the epochal shifts in later twentieth century Western society and culture. We will then discuss a number of major examples of postmodern literature and film (including: Kurt Vonnegut's Slaughterhouse-Five (1969), Ridley Scott's Blade Runner (1982) and Que... (weiter siehe Digicampus)

Ü Diversity in Cultural Studies (Übung)

As an academic exercise cultural studies is based on the conviction that the study of cultural processes, such as the production, circulation and use of cultural artifacts, is important to an in depth understanding of the ways in which 'power' manifests itself in the social and political orders of all human communities. Diversity studies enquire into common structures of oppression based on constructions of hegemonic identities, e.g. male, white, heterosexual, etc. It looks at the cultural contributions in society, culture and history of those historically underrepresented and denied access to power due to their racial, class, gender, sexual, etc. identities.

Prüfung

Cultural Studies (10 LP)

Klausur, Modulgesamtprüfung

Modul EAS-1411 (= GyE 111 LW): Literary Studies: Intermediate (PS, 6 LP) (= Aufbaumodul Literaturwissenschaft Englisch I)		ECTS/LP: 6
Version 1.0.0 Modulverantwortliche/r: Prof. Dr. Annika McPherson Prof. Dr. Martin Middeke, Prof. Dr. Hubert Zapf		
Inhalte: Exemplarische Gegenstände und Vorgehensweisen im Rahmen zentraler Themen (Werke, Autoren, Genres, Epochen, Geschichte) der englischsprachigen Literaturen		
Lernziele/Kompetenzen: <u>Fachlich:</u> Die Studierenden erwerben erweiternde Kenntnisse über zentrale Werke, Autoren, Genres und Epochen der englischsprachigen Literaturen. Sie sind in der Lage, fachwissenschaftliche Methoden, Termini und Analyseverfahren auf diese Bereiche anzuwenden und mit deren Hilfe literaturwissenschaftliche Fragestellungen argumentativ zu begründen. <u>Methodisch:</u> Die Studierenden erschließen selbstständig Forschungsliteratur aus den betreffenden Spezialgebieten. Sie lernen, ihre Arbeitsergebnisse in mündlicher und schriftlicher Form zu präsentieren sowie diese im wissenschaftlichen Gespräch argumentativ zu vertreten. Die Studierenden üben dabei literaturwissenschaftliche Argumentations- und Vertextungsstrategien ein. <u>Sozial/personal/kommunikativ:</u> Die Studierenden bauen die literaturwissenschaftliche Fachsprache und ihre (akademische sowie interkulturelle) Kommunikationskompetenz weiter aus. Sie erwerben fremdkulturelles Kontextwissen über englischsprachige Kulturräume und reflektieren die eigenkulturellen Voraussetzungen. Sie lernen, sich über einen längeren Zeitraum hinweg mit einer Fragestellung eigenständig zu befassen.		
Bemerkung: Dieses Modul ist an einem der angegebenen Lehrstühle (ALW oder ELW oder NELK) zu erbringen. Die Prüfung ist dem gewählten Lehrstuhl zugeordnet. Dies ist bei der Prüfungsanmeldung zu beachten.		
Arbeitsaufwand: Gesamt: 180 Std.		
Voraussetzungen: keine bzw. abgeschlossenes Modul "Literary Studies: Introduction (V+Ü, 6 LP)" (EAS-1011) bzw. "Literary Studies: Introduction (V, 5 LP)" (EAS-1012)		ECTS/LP-Bedingungen: Bestehen der Modulprüfung
Angebotshäufigkeit: jedes Semester	Empfohlenes Fachsemester:	Minimale Dauer des Moduls: 1 Semester
SWS: 2	Wiederholbarkeit: siehe PO des Studiengangs	

Modulteile
Modulteil: PS Literary Studies: Intermediate Lehrformen: Proseminar Sprache: Englisch / Deutsch SWS: 2
Zugeordnete Lehrveranstaltungen: ?This great stage of fools?: Fools and Folly on the Shakespearean Stage (Proseminar) In this seminar we will look at the role of fools (and, to a lesser extent, ?foolish? behaviour) in Shakespeare?s plays. The stage character of the fool has its roots both in mediaeval folk traditions and festivities, such as May Games, Mystery Plays, and, of course, carnival, and in the practice of the social exclusion of those deemed mentally ill. The performances of stage fools range from clownish buffooning, coarse humour, singing and dancing

to sophisticated wordplays and witty criticism of their masters. A particularly interesting type of fool is the court fool or jester, who, protected by his status as fool (and therefore not to be taken seriously), is ?licensed? to poke fun at his ruler. This seminar will try to find out how the real-life role of the fool, which was commonly known in 16th- and early 17th-century England, is ?translated? onto the Shakespearean stage. What is the function of Shakespeare?s fools in the wider context of his plays? Do they represent certain cultural... (weiter siehe Digicampus)

Der kulturökologische Film (Proseminar)

Filme prägen hochgradig unser Verständnis von Natur. Cineastische Narrationen reflektieren ökologische Krisen, menschliche Sehnsüchte nach Wildnis und paradiesischen Orten und schreiben ihre eigenen Geschichten über das buchstäblich spannende Spannungsverhältnis von Kultur und Umwelt. Im Fokus dieses Seminars stehen die Untersuchung narrativer Filmstrukturen (wie wird Natur erzählt?) sowie die Analyse sozialer Konstruktionen von Natur (wie wird Natur von der Gesellschaft konzipiert?). Zudem werden Grundlagen des Ecocriticism sowie der Filmanalyse vermittelt.

John Fowles (Proseminar)

John Fowles? writing career spanned more than 40 years and earned him critical acclaim as well commercial success. Working across literary styles and deploying strategies such as metafiction, parody, and pastiche, Fowles? work is a superb example of what has been known as ?literary postmodernism?. His debut novel *The Collector*, published in 1963, is a gripping study in obsession, inspired by Shakespeare?s *The Tempest*, and detailing the relationship between a male kidnapper and his female captive. *The Magus* (1965) shares in the *Collector*?s concern with mystery and psychodrama, drawing the reader into a complex participatory relationship that foregrounds the boundless possibilities of textuality. In *The French Lieutenant?s Woman* (1969), Fowles? greatest commercial success, characters emerge as independent beings while the narrator admits to the artifice of the narration, subverting the framework of the Victorian novel which the work set out to emulate. In this course, five of Fowles? nov... (weiter siehe Digicampus)

Jonathan Swift (Proseminar)

Described by T.S. Eliot as ?the greatest writer of English prose, and the greatest man who has ever written great English prose?, Jonathan Swift was and is one of the most fascinating, entertaining, and controversial figures in the history of English literature. He is especially renowned for his witty irony and biting sarcasm, which have convinced literary critic Harold Bloom that ?Swift is the most savage and merciless satirist and ironist in the history of Western literature?. In this seminar, we will read and discuss in detail Swift?s two major prose works as well as some of his shorter political and religious satires and we will also have a glance at his work as a poet. To flesh out the context in which his works have to be understood, we will have a close look at Swift?s biography, the historical background, and the religious, political, and philosophical debates of his age. This includes the quarrel between ? ancients? and ?moderns? in matters of philosophy, science, and aesthetic... (weiter siehe Digicampus)

Memory and Literature (Proseminar)

The general term of ?memory? offers manifold interdisciplinary fields of analyzing fiction. It can be defined by applying sociological, psychological, cultural or medical discourses. ?Memory? touches socio-cultural and collective topics as well as questions of ?personal identity? and ?self?. This seminar explores literature from a medical as well as narratological approach. How does our memory work and how does literature reflect this? What is memory, why do we forget? How does literature deal with memory loss? And how does literature help in understanding such memory mechanisms? We will critically analyze several theoretical texts and fictional works such as novels, short stories or graphic novels and films.

PS Orientalism across the Centuries (Proseminar)

This seminar focuses on Orientalism and related concepts such as Re-Orientalism and techno-Orientalism in a variety of literary and cultural productions. Based on Edward Said?s seminal work *Orientalism* (1978), we will analyze representations of Asia and critically engage with the implications of these constructions of ?otherness?. Primary sources include, among others, Philip Massinger?s early modern play *The Renegado* (1630), visual depictions of the harem and hammam, selected passages from Mary Wortley Montagu?s and Julia Pardoe?s travel accounts, Ridley Scott?s *Blade Runner* (1982), Aravind Adiga?s *The White Tiger* (2008) and music videos by artists such as Coldplay and Beyoncé.

Shakespeare's Poetry (Proseminar)

The aim of this course is to give a comprehensive introduction to William Shakespeare's poetry. We will approach his poetical works by a close reading of "Venus and Adonis", "The Rape of Lucrece", "A Lover's Complaint", "The Phoenix and the Turtle", as well as of selected sonnets. In order to be able to fully understand these texts, we shall also explore their socio-historical context and key concepts of Renaissance humanism and the Elizabethan era.

Short Literature (Proseminar)

In times in which innumerable sources compete for our attention, short forms of (cultural) expression have become ubiquitous, e.g. posts on twitter, clips on youtube, one minute play festivals, or poetry slams. Forms of cultural productions as short forms of literature experience a new renaissance that seem to be customized to increasingly shorter attention spans. However, short literature looks back on a long history ? from pre-scriptural, oral literature that had to be memorized, ritual performances, to dream narratives, creation myths, religious texts etc. Brief forms of literature are thus not a phenomenon of the present ? quite to the contrary. It is the aim of this course to explore the phenomenon of short literature by investigating their anthropological implications, socio-cultural prerequisites, production-, work-, and response-aesthetic dimensions. In order to do so, we will focus on the genres drama, poetry, and prose and look at both theorizations of short literatures and e... (weiter siehe Digicampus)

The Posthuman (Proseminar)

This course sets out to explore and critically comment on the trending interdisciplinary research field of ? posthumanism?. Students will gain insight into the underlying philosophical principles dating at least as far back as to pre-Enlightenment times. Furthermore, they will delve into the recent discussions and theories of and within biopolitics, medicine and robotics. They will also be capable of distinguishing between transhumanism (normally the enhancement of humans by bio-technology) and posthumanism, which describes the existence of an entity beyond the status of a human being. Involving disciplines such as philosophy, theology, science-fiction, biology and art we will try to come to terms with what is far from being a homogeneous discipline or theory, and yet seems to be the ?dernière crie? of contemporary humanities. Ever since Julien Offray de La Mettrie's L'homme machine (English: Man a Machine) there have been controversial discussions about the essential qualities and feat... (weiter siehe Digicampus)

Tragedy and the Contemporary Stage (Proseminar)

This seminar aims to provide a fresh look on the relevance and existence of the genre of tragedy in contemporary Anglophone drama. Students will be introduced to a number of theoretical texts on tragedy from Aristotle to Nietzsche and 20th century approaches. We will consider key concepts of tragedy and explore in what ways the concept of the ?tragic? is applicable in contemporary drama and theatre and how playwrights modify or indeed reincorporate generic components of tragedy in the thematic, dramaturgical and symbolic composition of their plays. Doing so, we will investigate the dynamic and representation of human suffering, pain and failure in the respective plays and additionally reflect on questions concerning motivation and causation and effects on audiences. Plays that will be discussed and analyzed in the course include (but are not limited to) William Shakespeare's Hamlet, Arthur Miller's Death of a Salesman and Sarah Kane's Cleaved.... (weiter siehe Digicampus)

Prüfung

Literary Studies: Intermediate (PS, 6 LP) ALW

Modulprüfung, (Hausarbeit oder Portfolioprüfung, abhängig von der jeweiligen Lehrveranstaltung)

Prüfung

Literary Studies: Intermediate (PS, 6 LP) ELW

Modulprüfung, (Hausarbeit oder Portfolioprüfung, abhängig von der jeweiligen Lehrveranstaltung)

Prüfung

Literary Studies: Intermediate (PS, 6 LP) NELK

Modulprüfung, (Hausarbeit oder Portfolioprüfung, abhängig von der jeweiligen Lehrveranstaltung)

Modul EAS-1211 (= GyE 112 LW): Literary Studies: Backgrounds (Ü/V/Ex, 4 LP) (= Aufbaumodul Literaturwissenschaft Englisch II)		ECTS/LP: 4
Version 1.0.0 Modulverantwortliche/r: Prof. Dr. Annika McPherson Prof. Dr. Martin Middeke, Prof. Dr. Hubert Zapf		
Inhalte: Erweiterte Inhalte, Kenntnisse und Verfahren (in systematischem Zusammenhang) aus dem Gebiet der englischsprachigen Literaturen.		
Lernziele/Kompetenzen: <u>Fachlich:</u> Die Studierenden erwerben erweiternde Kenntnisse (in systematischem Zusammenhang) aus dem Gebiet der englischsprachigen Literaturen. Sie sind in der Lage, fachwissenschaftliche Methoden, Termini und Analyseverfahren auf diese Bereiche anzuwenden und mit deren Hilfe literaturwissenschaftliche Fragestellungen argumentativ zu begründen. <u>Methodisch:</u> Die Studierenden lernen, längeren Instruktionsphasen konzentriert zu folgen sowie diese in eigenständigen Notizen festzuhalten und in ihre eigene Wissensstruktur zu übertragen. Die Studierenden erschließen selbstständig Forschungsliteratur aus den betreffenden Spezialgebieten. Sie lernen, ihre Arbeitsergebnisse in mündlicher und schriftlicher Form zu präsentieren sowie diese im wissenschaftlichen Gespräch argumentativ zu vertreten. Die Studierenden üben dabei literaturwissenschaftliche Argumentations- und Vertextungsstrategien ein. <u>Sozial/personal/kommunikativ:</u> Die Studierenden bauen die literaturwissenschaftliche Fachsprache und ihre (akademische sowie interkulturelle) Kommunikationskompetenz weiter aus. Sie erwerben fremdkulturelles Kontextwissen über englischsprachige Kulturräume und reflektieren die eigenkulturellen Voraussetzungen.		
Bemerkung: Dieses Modul ist an einem der angegebenen Lehrstühle (ALW oder ELW oder NELK) zu erbringen. Die Prüfung ist dem gewählten Lehrstuhl zugeordnet. Dies ist bei der Prüfungsanmeldung zu beachten.		
Arbeitsaufwand: Gesamt: 120 Std.		
Voraussetzungen: keine		ECTS/LP-Bedingungen: Bestehen der Modulprüfung
Angebotshäufigkeit: jedes Semester	Empfohlenes Fachsemester:	Minimale Dauer des Moduls: 1 Semester
	Wiederholbarkeit: siehe PO des Studiengangs	

Modulteile
Modulteil: Ü/V/Ex Literary Studies: Backgrounds Lehrformen: Vorlesung, Übung, Exkursion Sprache: Englisch / Deutsch
Zugeordnete Lehrveranstaltungen: An Introduction to Video Game Studies (Übung) The course aims to give students an introduction to the critical study of video games. This semester the focus will lie on the evolution of gameplay and how the genres of the adventure game and the first-person shooter have developed in the course of the last two decades. Naturally, selective readings will be the main pillar of our discussion and will focus on topics such as history, genre, space, narrative, presence, perspective, agency and authorship. In addition, we will play and discuss a broad range of video games (see list below) ranging from classics such as Blade Runner and System Shock to modern variants of these genres. For this purpose, there

will be four double-sessions during the semester which will give students the opportunity to shortly present certain aspect of the games at hand. This will reward you with 2LP. An additional achievement may be unlocked if you choose to write an essay of 800 words (3LP) or of 1200 words (4LP). List of Games: (could still change) The Drea... (weiter siehe Digicampus)

Contemporary Autobiography (Übung)

Despite its origin in antiquity, the development of autobiography as a literary genre roughly correlates with the emergence of the modern subject in the 19th century. The broad definition of autobiography as the "description (graphia) of an individual human life (bios) by the individual himself (auto-)" (Georg Misch) already hints at the diversity and flexibility of the genre. Since the late 20th century, the increasing interest in autobiographical writing has particularly encouraged both thematically and stylistically experimental engagements with self-narration. Which innovations does contemporary "life writing" thus contribute to the traditional notion of autobiography, as developed by Augustine or Rousseau? The focus of this course will be on recent forms of "auto-text", thematic priorities, and selected problems of self-representation (e.g. self and subjectivity, narrative identity, memory). Furthermore, we will approach the dimensions of factual and fictional autobiography as wel... (weiter siehe Digicampus)

Drama Analysis (Übung)

This course provides students with the basic skills needed for analysing drama through both theory and practice. Key concepts of drama analysis including the duality of drama and theatre, time, space, and open and closed form will be studied and applied to two plays, John Osborne's classic *Look back in Anger* (1957) and Martin Crimp's ? postdramatic? play *Attempts on her Life* (1997). Drama Analysis is one of the five major areas relevant to literary studies (prose, drama, poetry, film, and literary theory) and is offered once every year. Students are advised to have attended all analysis courses before registering for their final exams.

Erzähltextanalyse (Übung)

This course aims at introducing and applying central concepts and categories of narrative theory. Those include not only the tripartite model of author, narrator, and reader but also the choice of narrative point of view, strategies of rendering consciousness, and the treatment of time and space. Our study of these categories will be accompanied by and advanced in classroom-based analyses of selected narrative texts. In addition to various samples from the English and American literary canon, we will take Kazuo Ishiguro's 1989 novel *The Remains of the Day*, which must be purchased and read by all participants, as our example. Please buy the following edition of the text: Ishiguro, Kazuo. *The Remains of the Day*. London: Faber and Faber, 1999. All theoretical texts will be uploaded on Digicampus in due course. Narrative Analysis is one of the five major areas relevant to literary studies (prose, drama, poetry, film, and literary theory) and is offered once every year. Students are advised... (weiter siehe Digicampus)

Modern British Drama: 1890 to the Present (Übung)

This course tries to provide a comprehensive overview over the most important developments in British drama since the end of the nineteenth century. In particular, we will have a close look at influential formal innovations and the indissoluble relation between form and content. Starting with the English 'New Drama', we will touch on the concept of the 'well-made play', the influence of George Bernard Shaw, the 'theatre of the absurd', the movement of the 'angry young men', Brechtian influence on British drama, 'in yer face theatre', and postdramatic tendencies. We will read and discuss in detail four plays by different playwrights who can be considered representatives of their respective time and style of writing. In addition, we will use short excerpts from other plays and theoretical texts to trace and understand significant changes in the history of modern British drama.... (weiter siehe Digicampus)

Postmodernism: Theory, Literature and Film (Übung)

In his recent essay, Mathias Nilges describes Postmodernism as ?a moment in literary history? and a general ? periodizing term? (Nilges). In this respect, this seminar will explore the philosophical, socio-cultural and aesthetic debates associated with postmodernism. As a profound skepticism towards notions of history, language, representation, and authenticity became a shaping factor in the emergence of innovative narrative and representational conventions, postmodern fiction set out to develop new forms of artistic practice and expression foregrounding concepts such as self-reflexivity, hybridity, playfulness. Students will be introduced to a number of theoretical writings (e.g. Lyotard and Baudrillard) which epitomize and account for the epochal shifts in later

twentieth century Western society and culture. We will then discuss a number of major examples of postmodern literature and film (including: Kurt Vonnegut's *Slaughterhouse-Five* (1969), Ridley Scott's *Bladerunner* (1982) and Que... (weiter siehe Digicampus)

Reading American Fiction: Satire, Humor and Irony (Übung)

More than any other time in history, mankind faces a crossroads. One path leads to despair and utter hopelessness. The other, to total extinction. Let us pray we have the wisdom to choose correctly. Woody Allen This course will offer a practice of close reading of satirical texts by various American writers. Starting from an analysis of how satire, humor and irony works in fiction, we will read canonized texts of American fiction as well as a wider range of contemporary satirical stories. From comic relief to literary landscapes of intertextuality and cultural references satirical stories include exaggeration, humor, irony or the ridicule while functioning as a comment on the real world.

Reading John Milton's Paradise Lost (Übung)

If you had to come up with a definite top ten list of English poets, you would see John Milton making the top three a hundred times out of a hundred. He is widely regarded as one of the most distinguished and ingenious writers in the English language, perhaps only rivaled by William Shakespeare and he has inspired other writers throughout the entire English literary history. One may only think of John Keats' famous letters and notebook entries which finally culminated in his conception of a negative capability. Furthermore, Keats' allusions to *Paradise Lost* in *The Eve of St. Agnes* are unforgettable examples of Milton's influence and literary heritage. Our course sets out to explore Milton's masterpiece, its topics, characters and how it became one of the most influential texts of English literary history. In order to do so, we will read the epic poem book by book as the semester progresses and discuss classic as well as recent interpretations. I expect all students to get hold of a c... (weiter siehe Digicampus)

Realism/Neorealism (Übung)

This course will acquaint students with the literary tradition of American realism. Being a major trend of artistic practice and expression in the later nineteenth century, literary realism traditionally aims at an authentic reflection of and engagement with life, society, and culture – an aesthetic convention which proved especially problematic and dissatisfying in the subsequent modernist and postmodernist episteme. Recent contemporary American fiction, however, suggests a trend towards realist conventions of writing and storytelling. In the course of this seminar, students will be introduced to the narratological, thematic and stylistic nature and strategies of realism. We will apply and examine key concepts in our discussion of major representatives of American realism (such as Henry James, Mark Twain). In the second half of the term, we will investigate new perspectives on recent trends in literary realism and explore in what ways realist techniques and strategies are employed in... (weiter siehe Digicampus)

Self, Identity and Narration (Übung)

"If you wake up at a different time in a different place, could you wake up as a different person?" Chuck Palahniuk *Fight Club* The question of "Who am I?" and issues of the sameness of self over time or varieties of identity/identities seem essential in literary studies. This course will analyze terms like "self" and "identity" and how American fiction deals with these terms. Self-consciousness and socio-psychological concepts will be considered as well as seminal texts of mental representation of self or self-loss. Definitions of self and identity will be approached introducing psychological, sociological and narratological contemporary theories. Classic and newer texts and examples will be examined applying these various concepts.

Survey of English Literature I: Early Modernism and Restoration (Vorlesung)

This is the first of a four-part series of lectures on English literary history from the 16th century up to the present. The first course will focus on Early Modern literature, i.e. from the English Renaissance (c. 1500-1660) to the Restoration period (1660-1680). It covers the Elizabethan and Jacobean Ages, Cromwell's Commonwealth republic and the years before the Glorious Revolution (Milton's *Paradise Lost*, Bunyan's *Pilgrim's Progress*, Restoration comedy). Participants are expected to read a wide range of textual samples and examples by relevant authors. A reader with assorted texts will be made available at the beginning of term. Besides that, students are required to obtain their own copy of William Shakespeare's *King Lear*. It is highly advisable to read this play before the beginning of term in order to alleviate the reading load during the semester.... (weiter siehe Digicampus)

The Sonnet (Übung)

The sonnet is one of the most wide-spread and easily recognisable poetic forms. Originating in 13th-century Italy, this poetic form became immensely popular among poets in the Renaissance and was widely used across Europe. The first sonnets in English were written in the 16th century and the form quickly flourished, with Shakespeare's sonnets standing out among Early Modern poetry. Ever since the Renaissance (i.e. in all subsequent periods of literary history up to the present day), poets have written sonnets, adapting the form that was originally associated with love poetry for their own purposes (political, religious, war poetry, ...) and some of the greatest poems in the English language are in fact sonnets. This course will trace the development of the sonnet in English poetry from the Early Modern period to the present day. We will analyse recurring themes and motifs and see how they are picked up at specific times in literary history. In this context, students will have the oppor... (weiter siehe Digicampus)

Ü Diversity in Cultural Studies (Übung)

As an academic exercise cultural studies is based on the conviction that the study of cultural processes, such as the production, circulation and use of cultural artifacts, is important to an in depth understanding of the ways in which ?power? manifests itself in the social and political orders of all human communities. Diversity studies enquire into common structures of oppression based on constructions of hegemonic identities, e.g. male, white, heterosexual, etc. It looks at the cultural contributions in society, culture and history of those historically underrepresented and denied access to power due to their racial, class, gender, sexual, etc. identities.

Prüfung

Literary Studies: Backgrounds (Ü/V/Ex, 4 LP) ALW

Modulprüfung, (Klausur oder Portfolioprüfung, abhängig von der jeweiligen Lehrveranstaltung)

Prüfung

Literary Studies: Backgrounds (Ü/V/Ex, 4 LP) ELW

Modulprüfung, (Klausur oder Portfolioprüfung, abhängig von der jeweiligen Lehrveranstaltung)

Prüfung

Literary Studies: Backgrounds (Ü/V/Ex, 4 LP) NELK

Modulprüfung, (Klausur oder Portfolioprüfung, abhängig von der jeweiligen Lehrveranstaltung)

Modul EAS-2411 (= GyE 121 SW): Linguistics: Intermediate (PS, 6 LP) (= Aufbaumodul Sprachwissenschaft Englisch I)		ECTS/LP: 6
Version 1.0.0 Modulverantwortliche/r: Prof. Dr. Claudia Claridge Prof. Dr. Anita Fetzer		
Inhalte: Einarbeitung in zentrale Prinzipien und aktuelle Forschungsbereiche und –themen der theoretischen und angewandten Sprachwissenschaft, z.B. Varietäten und sprachhistorische Entwicklungen des Englischen, kognitive Aspekte der Sprachverarbeitung (insbesondere Prinzipien des Zweitspracherwerbs auch in Verbindung zu Mehrsprachigkeit, grundlegende Theorien und Methoden der Pragmatik, Diskurs- und Medienlinguistik, der computervermittelten Kommunikation und der multimodalen Diskursanalyse.		
Lernziele/Kompetenzen: <u>Fachkompetenz:</u> Fortgeschrittene Kenntnisse der phonologischen, morphologischen und syntaktischen Struktur des Englischen bzw. menschlicher Sprache im Allgemeinen. Fortgeschrittene Kenntnisse zur Analyse linguistischer Theorien und ausgewählter sprachwissenschaftlicher Phänomene. Fortgeschrittene Kenntnisse in der Klassifikation, Analyse und Interpretation unterschiedlicher Texttypen, der systematischen theoriegebundenen Erfassung impliziter Diskursbedeutungen; Begreifen, Identifizieren und Vermitteln pragmatischer, diskurslinguistischer und medienpezifischer Textphänomene. Differenzierte Kenntnisse der wesentlichen Varietäten des Englischen, seiner Geschichte, sowie der essentiellen Mechanismen des Spracherwerbs. <u>Methodenkompetenz:</u> Fähigkeit zur Analyse grundlegender linguistischer Einheiten und deren regelhafter Interaktion. Fähigkeit inter- und transmediale Wechselwirkungen zu erkennen und diese kontextangemessen auf die Analyse und Deutung von Medientexten zu übertragen. Fähigkeit zur Analyse der Nutzung und Wirkungsweise sprachlicher Strukturen und Stile für die Bedeutung und Interpretation von Diskurs. Kenntnis linguistischer Arbeits- und Analysemethoden im Bereich der diachronen, synchronen und dialektologischen Sprachwissenschaft. Fähigkeit zur systematischen Analyse fremdsprachlicher Einflüsse beim Erwerb einer Zweitsprache (insbes. Deutsch L1 vs. Englisch L2). <u>Sozialkompetenz:</u> Transferfähigkeiten, internationale Orientierung, Präsentations- und Diskussionsfähigkeit, Teamfähigkeit <u>Selbstkompetenz:</u> Selbstmanagement, fachliche Flexibilität		
Bemerkung: Dieses Modul ist an einem der angegebenen Lehrstühle (ASWA oder ESW) zu erbringen. Die Prüfung ist dem gewählten Lehrstuhl zugeordnet. Dies ist bei der Prüfungsanmeldung zu beachten.		
Arbeitsaufwand: Gesamt: 180 Std.		
Voraussetzungen: abgeschlossenes Modul "Linguistics: Introduction (GK+Ü, 6 LP)" (EAS-2011) bzw. "Linguistics: Introduction (GK, 5 LP)" (EAS-2012)		ECTS/LP-Bedingungen: Bestehen der Modulprüfung
Angebotshäufigkeit: jedes Semester	Empfohlenes Fachsemester:	Minimale Dauer des Moduls: 1 Semester
SWS: 2	Wiederholbarkeit: siehe PO des Studiengangs	

Modulteile**Modulteil: PS Linguistics: Intermediate****Lehrformen:** Proseminar**Sprache:** Englisch / Deutsch**SWS:** 2**Zugeordnete Lehrveranstaltungen:****Correspondence - now and then** (Proseminar)

E-mail is considered the most widely used cyber-medium in the 21st century. But before people performed long-distance exchanges via the Internet, the letter was the preferred choice for a variety of communicative purposes. Looking at correspondence throughout the centuries, we can see that the letter does not only provide information about its writer but also about the different conventions with regards to, for example, politeness, textual organisation or the linguistic expression of authority and solidarity. In the course of the seminar we will acquire a set of tools, which can be applied to investigate the language of private letters, as well as business and political correspondence. Eventually, we will complement our findings with guidelines published in letter-writing manuals.

Narrative Analysis (Proseminar)

In this seminar, we explore what systematic attention to language can reveal about stories themselves, their tellers, and those to whom they are addressed. To this end, we will analyse a range of written, spoken, literary and non-literary narratives, in film, radio, television, the Internet as well as classic prose and plays. Topics include the stylistic characterisation of protagonists, the on-line negotiation and co-telling of stories in multi-party conversations, the quantitative analysis of key words, plot structure, time manipulations, point of view, etc. We will also take an in-depth look at oral narratives, the purposes and use of personal stories in political speeches, storytelling in the news as well as children's stories.

PS Foreign Accent (Proseminar)

Foreign accent is an unavoidable problem for all adult learners - or is it? In any case there certainly are big individual differences between speakers. A lot of factors are responsible for why someone may be better than someone else, and this class will cover them all: age/neural organization, motivation, experience, input, personality, learning styles, memory etc. The class will also introduce different forms (segmental and prosodic) and models of foreign accent that may predict problems and errors and allow us to improve or perhaps even sound native (sometimes ...). Finally, this seminar will also describe different methods of instruction and discuss the perception of foreign accent in society.

PS History of English (Proseminar)

In this class we will trace back the roots of the English language starting with its genealogical origins as an Indo-European and Germanic language, and then describe its development through the major periods of Old, Middle and Early Modern English up to Modern Day English. All the major linguistic levels such as phonetics/phonology, morphology, syntax and lexicon will be investigated by means of the basic methods and principles of Historical Linguistics, but also by analyzing original texts. We will also take into consideration which external influences (e.g. Viking invasions, Norman conquest) both contributed to and caused the specific changes the English language underwent.

PS Multilingualism (Proseminar)

Multilingualism is a rampant phenomenon in today's world of globalization and the internet. Given the pervasiveness of multilingualism, this course will touch upon many aspects of Applied Linguistics, from the more political implications of multilingual societies down to psychosocial core features of bilingualism. This wide perspective will enable participants to develop their interests in more detail in a term paper.

PS Phonological Theory (Proseminar)

This seminar starts by describing the basic ideas of Generative Phonology and then extends the analysis to a thorough examination of the relationship between phonological rules and representations by looking at various phonological processes in the languages of the world. This will allow us to discover specific phenomena (e.g. rule ordering, absolute neutralization etc.) that will provide us with insight into the general principles of phonological

organization. The seminar also covers the representation of phonemes in the form of feature trees and connects phonological with morphological processes via Lexical Phonology.

PS Sociolinguistics (Proseminar)

In this course, we will focus on the relationship of interdependence between language and the persons who use it; more specifically, we will explore how different social factors such as age, gender, ethnicity and social networks constrain language use, and how language contributes to the construal of identity. To develop a better understanding of Sociolinguistics as a field of study, we will look at classical and more recent sociolinguistic studies, and get some hand-on experience in sociolinguistic analysis in various exercises and mini projects.

Spoken English (Proseminar)

Spoken English is situated in a very different environment from written language and this accounts for many differences between spoken and written English. Spontaneous speaking for example leads to dysfluency features (e.g. hesitation, false starts), the presence of contextual information may cause the use of vague language, and interaction involves the need for a turn-taking system. We will describe such features in more detail as well as the grammar of speech, which differs in various instances from written English (e.g. a more ?loose? sentence structure), and spoken lexical preferences (which often have to do with informality). Our treatment will be based on authentic text and sound material drawn from various corpora.

The Pragmatics of Fiction (Proseminar)

This seminar is concerned with the various ways authors, directors, creators of fiction deliberately employ language to serve various communicative (narrative) functions. We will cover different topics, ranging from the participations structure in fiction (authors, scriptwriters, characters and audiences), character construction in fiction, the role of dialogue in fiction, multilingualism in fiction, subtitling and dubbing in telecinematic texts, swearing and taboo language, (im-)politeness in telecinematic texts as well as language and emotion.

Topic & Discourse (Proseminar)

The notion of coherence is traditionally seen as essential for meaningful communication. One important aspect in the description of coherence is that of topical coherence, i.e. the shared understanding of the communicating parties as to what it is they are talking about. In this seminar, we will take a closer look at the notion of discourse topic (as a discourse analytic notion distinct from sentence topics) and ways in which such topics develop in discourse, i.e. how various topics can be established, shifted, temporarily suspended, closed etc. In doing so, we will particularly focus on differences, both in descriptive terms as well as with regard to observable linguistic patterns/strategies, across different genres and (traditional and new) media, e.g. types of monologic written discourse, spontaneous face-to-face conversations, (text-based) discourse in the New Media.

Prüfung

Linguistics: Intermediate (PS, 6 LP) ASWA

Modulprüfung, (Hausarbeit oder Portfolio oder Klausur, abhängig von der jeweiligen Lehrveranstaltung)

Prüfung

Linguistics: Intermediate (PS, 6 LP) ESW

Modulprüfung, (Hausarbeit oder Portfolio oder Klausur, abhängig von der jeweiligen Lehrveranstaltung)

Modul EAS-2211 (= GyE 122 SW): Linguistics: Backgrounds (Ü/V, 4 LP) (= Aufbaumodul Sprachwissenschaft Englisch II)		ECTS/LP: 4
Version 1.0.0 Modulverantwortliche/r: Prof. Dr. Claudia Claridge Prof. Dr. Anita Fetzer		
Inhalte: Praktische Untersuchung, Analyse und Interpretation verschiedener Manifestationen von Sprachdaten (phonetische Analyse, grammatische Analyse, Text- und Diskursanalyse, Arbeit mit Sprachkorpora). Summarische Präsentation der grundlegenden linguistischen Kerngebiete.		
Lernziele/Kompetenzen: <u>Fachkompetenz:</u> Vertiefte Kenntnisse aller Manifestationen des Sprachgebrauchs auf Laut-, Grammatik-, Bedeutungs- und Diskursebene. Erlernen sprachwissenschaftlicher Untersuchungsverfahren. <u>Methodenkompetenz:</u> Erfahrung und Vertiefung linguistischer Arbeitsmethoden, wie u.a. Deskription, empirische Datenanalyse, Navigation von Korpora, akustische und artikulatorische Messung. Erweiterung der theoretischen Reflexionsfähigkeit und Erwerb weitergehender, selbständiger Analysefähigkeit mittels Bildung eigener Hypothesen aus erlerntem Wissen und selbst beobachteten Phänomenen. <u>Sozialkompetenz:</u> Präsentations- und Diskussionsfähigkeiten, Teamfähigkeit, internationale Orientierung, Mehrsprachigkeit, Transferfähigkeit <u>Selbstkompetenz:</u> Selbstmanagement, fachliche Flexibilität, kritische Selbstreflexion		
Bemerkung: Dieses Modul ist an einem der angegebenen Lehrstühle (ASWA oder ESW) zu erbringen. Die Prüfung ist dem gewählten Lehrstuhl zugeordnet. Dies ist bei der Prüfungsanmeldung zu beachten.		
Arbeitsaufwand: Gesamt: 120 Std.		
Voraussetzungen: keine		ECTS/LP-Bedingungen: Bestehen der Modulprüfung
Angebotshäufigkeit: jedes Semester	Empfohlenes Fachsemester:	Minimale Dauer des Moduls: 1 Semester
	Wiederholbarkeit: siehe PO des Studiengangs	

Moduleile
Modulteil: Ü/V Linguistics: Backgrounds Lehrformen: Vorlesung, Übung Sprache: Englisch / Deutsch
Zugeordnete Lehrveranstaltungen: Introduction to Old English (Übung) The seminar will provide an introduction to the linguistic structure of Old English, i.e. its phonological and orthographical peculiarities, its morphology and syntax as well as its lexicon. We will advance from exercises on particular points to the reading and translating of selected texts, both prose and poetry. Through the texts, we will also gain insights into the history and culture of Anglo-Saxon England. The course starts in the first week of term, i.e. on April 12. Language, Gender and Beyond (Übung)

Within media, education and everyday life, questions of gender have gained more and more importance during the last few years. But how can gender be approached linguistically? Do men and women really talk differently? Does it make a difference if men and women are addressed differently and if so? what effects can be expected by gender neutral language? Which conclusions can be drawn from an intercultural perspective? In this course, we will try to answer these and other questions, starting off with a look at general theories of gender and locating gender linguistics within the field of humanities / social sciences. We will touch upon the subject within the frame of grammar, discourse analysis and sociolinguistics as well as introduce new disciplines such as queer linguistics and diversity studies.

Morphology and Word Formation (Übung)

This course offers a more elaborate introduction and discussion of classic concepts in English morphology and word formation, e.g. inflexion, derivation, reduplication, backformation, compounding, clippings, blends, acronyms, conversion, etc. We will incrementally explore each concept, while improving our analytical skills, decomposing several word forms each week.

Powerful Language (Übung)

Making a customer buy a specific product, stirring up an audience ahead of the presidential election or convincing a reader of the unavoidable necessity to militarily defeat terrorism can be taken as instances in which language works as a powerful instrument. One aim of the course is to introduce students to a range of analytical techniques for the critical analysis of texts. To understand their effects within specific historical and socio-political contexts in which those texts were produced is yet another essential part of the seminar. In a hands-on approach students are encouraged to analyse the ways in which authors/speakers employ powerful evaluative, rhetorical and persuasive strategies in order to align the reader/audience with their worldview. The methods introduced by Systemic Functional Linguistics (SFL) along with the principles of Critical Discourse Studies (CDS) complement the analytical toolbox with means to disclose the role that (ideologically informed) interactional mo... (weiter siehe Digicampus)

Semantics and Pragmatics (Übung)

This course is about the meaning of words (lexical meanings), sentences (propositional meanings) and utterances (utterance meanings). Thus, we will not only discuss what words and sentences mean 'in and of themselves' - but also what we mean when we say/or them in particular contexts of use.

Syntax: Basics (Übung)

Building on the syntactic skills acquired in the Introduction to English Linguistics, this course will provide a systematic overview of the principles and (formal and functional) categories of syntactic analysis with particular focus on Quirk et al.'s model. We will aim to strike a balance between theoretical considerations and hands-on analysis of authentic sentences.

The English Lexicon (Vorlesung)

The lecture will deal with the structural properties of the English lexicon. One important aspect to be treated is its etymologically mixed character, together with the consequences such as wide-spread synonymy, delicate stylistic levels and the resulting requirements for lexicography. Another aspect concerns the morphological make-up of the lexicon, which - partly due the analytic character of English - shows a high degree of flexibility and innovativeness (cf. for example the numerous conversions and blends). A third aspect concerns combinability and fixedness within the lexicon, i.e. collocation, colligation and idiomaticity. Another point to be treated concerns the semantic relationships between words (e.g. antonymy) and how this shows up in actual English usage.

Ü Analyzing Variation (Übung)

Variability is one of the most fundamental properties of language. In this course, we will approach linguistic variation from the perspective of Variationist Sociolinguistics, which studies the way language varies according to external (=social) and internal (=linguistic) factors. After developing a basic understanding of variation, linguistic variables and variationist methods, each student will work on an individual mini project over the course of the semester. The projects will involve compilation of a small dataset for analysis of a particular variable, circumscription of the variable context, coding of dependent and independent variables, quantitative analyses and visual presentation of results. The last sessions will be dedicated to the discussion of the variables examined. The

goals of the seminar are to introduce students to the theoretical model of Variationist Sociolinguistics, to expand students' awareness of social and linguistic aspects of linguistic variation and to provide... (weiter siehe Digicampus)

Ü Articulatory Phonetics A (Übung)

In this class you will be introduced to all the articulatory organs and processes involved in the production of speech starting from the brain "giving orders" to the muscles and including the lungs creating airflow, the larynx creating voice as well as the supraglottal articulators that create speech sounds that finally leave your lips as air pressure fluctuations. The class will examine all the speech sounds possible in human languages, but of course there will be a special focus on the speech sounds of English and the characteristics best used to describe them.

Ü Articulatory Phonetics B (Übung)

In this class you will be introduced to all the articulatory organs and processes involved in the production of speech starting from the brain "giving orders" to the muscles and including the lungs creating airflow, the larynx creating voice as well as the supraglottal articulators that create speech sounds that finally leave your lips as air pressure fluctuations. The class will examine all the speech sounds possible in human languages, but of course there will be a special focus on the speech sounds of English and the characteristics best used to describe them.

Ü Prosodic Features (Übung)

This seminar focuses on the main prosodic/suprasegmental features duration, intensity and frequency. We will look both at their phonetic characteristics in the transmission (Acoustic Phonetics) and the reception/perception (Auditory Phonetics) of speech and their linguistic or paralinguistic function in terms of stress, intonation and the rhythmic structure of speech, i.e. addressing issues of Prosodic and Metrical Phonology.

Prüfung

Linguistics: Backgrounds (Ü/V, 4 LP) ASWA

Modulprüfung, (Klausur oder Portfolioprüfung, abhängig von der jeweiligen Lehrveranstaltung)

Prüfung

Linguistics: Backgrounds (Ü/V, 4 LP) ESW

Modulprüfung, (Klausur oder Portfolioprüfung, abhängig von der jeweiligen Lehrveranstaltung)

Modul SZE-0106 (= GyE 130 SP): Aufbaustufe Sprachpraxis Englisch (9 LP) (= Aufbaumodul Sprachpraxis Englisch)		ECTS/LP: 9
Version 1.0.0 (seit SoSe15 bis SoSe16) Modulverantwortliche/r: Dr. phil. Christine Haunz		
Inhalte: Ausbau der fremdsprachlichen Kompetenz im mündlichen und schriftlichen Bereich unter besonderer Berücksichtigung der Textproduktion und der Übersetzung ins Deutsche <ul style="list-style-type: none"> • Effective Writing 1 • Übersetzung Englisch-Deutsch 1 • Grammar 2 <i>oder</i> Integrated Language Skills 		
Lernziele/Kompetenzen: Fähigkeit, komplexe Sachverhalte mündlich und schriftlich in grammatisch und lexikalisch korrektem Englisch verständlich darzustellen, sowie Fähigkeit zur kontrastierenden Analyse englischer Textstrukturen im Vergleich zu den muttersprachlichen (Zielniveau C1 GER)		
Bemerkung: Aus jeder LV-Gruppe ist eine LV zu belegen. Online-Anmeldung (zu den Lehrveranstaltungen über Digicampus, zur Prüfung über STUDIS)		
Arbeitsaufwand: Gesamt: 270 Std.		
Voraussetzungen: erfolgreicher Abschluss des Basismoduls Sprachpraxis Englisch des jeweiligen Studiengangs		ECTS/LP-Bedingungen: Bestehen der Modulgesamtprüfung
Angebotshäufigkeit: jedes Semester (in der Regel)	Empfohlenes Fachsemester:	Minimale Dauer des Moduls: 1-2 Semester
SWS: 6	Wiederholbarkeit: siehe PO des Studiengangs	
Modulteile		
Modulteil: Effective Writing 1 Lehrformen: Übung Sprache: Englisch SWS: 2		
Zugeordnete Lehrveranstaltungen: Effective Writing 1 / Gruppe A (Übung) Effective Writing 1 / Gruppe B (Übung) Effective Writing 1 / Gruppe D (Übung) Effective Writing 1 / Gruppe E (Übung)		
Modulteil: Übersetzung Englisch-Deutsch 1 Lehrformen: Übung Sprache: Englisch / Deutsch SWS: 2		
Zugeordnete Lehrveranstaltungen: Übersetzung Englisch-Deutsch 1 / Gruppe A (Übung) Übersetzung Englisch-Deutsch 1 / Gruppe B (Übung)		

Übersetzung Englisch-Deutsch 1 / Gruppe C (Übung)

Übersetzung Englisch-Deutsch 1 / Gruppe D (Übung)

Modulteil: Grammar 2 oder Integrated Language Skills

Lehrformen: Übung

Sprache: Englisch

SWS: 2

Zugeordnete Lehrveranstaltungen:

Grammar 2 (Übung)

Integrated Language Skills (LPO 2012) / Integrated Language Skills 1 (LPO 2008) / Gruppe A (Übung)

Integrated Language Skills (LPO 2012) / Integrated Language Skills 1 (LPO 2008) / Gruppe B (Übung)

Integrated Language Skills (LPO 2012) / Integrated Language Skills 2 (LPO 2008) (eMag) (Übung)

Prüfung

Aufbaustufe Sprachpraxis Englisch (9 LP)

Klausur, Modulgesamtprüfung

Modul EAS-1711 (= GyE 211 LW): Literary Studies: Advanced (HS, 8 LP) (= Vertiefungsmodul Literaturwissenschaft Englisch I)		ECTS/LP: 8
Version 1.0.0 Modulverantwortliche/r: Prof. Dr. Annika McPherson Prof. Dr. Martin Middeke, Prof. Dr. Hubert Zapf		
Inhalte: Vertiefte Studien zu Werken, Themen und anderen Bereichen der englischsprachigen Literaturen		
Lernziele/Kompetenzen: <u>Fachlich:</u> Die Studierenden erwerben vertiefte Kenntnisse zu Werken, Themen und anderen Bereichen aus den englischsprachigen Literaturen. Sie sind in der Lage, komplexe literaturwissenschaftliche Fragestellungen mit Hilfe fachwissenschaftlicher Methoden, Termini und Analyseverfahren zu bearbeiten und (diese) Sinnstiftungsprozesse kritisch zu reflektieren. <u>Methodisch:</u> Die Studierenden erschließen selbstständig Forschungsliteratur aus den betreffenden Spezialgebieten. Sie lernen, ihre Arbeitsergebnisse in mündlicher und schriftlicher Form zu präsentieren sowie diese im wissenschaftlichen Gespräch argumentativ zu vertreten. Die Studierenden vertiefen literaturwissenschaftliche Argumentations- und Vertextungsstrategien. Dabei sind sie in der Lage, anspruchsvolle literaturwissenschaftliche Problemstellungen und Forschungsfragen, in exemplarischer Vorbereitung auf die Abschlussarbeit, selbständig zu entwickeln. <u>Sozial/personal/kommunikativ:</u> Die Studierenden vertiefen die literaturwissenschaftliche Fachsprache und ihre (akademische und interkulturelle) Kommunikationskompetenz. Sie erwerben ein vertieftes fremdkulturelles Kontextwissen über englischsprachige Kulturräume sowie reflektieren die eigenkulturellen Voraussetzungen. Sie lernen, sich über einen längeren Zeitraum hinweg mit einer Fragestellung vertieft und eigenständig zu befassen.		
Bemerkung: Dieses Modul ist an einem der angegebenen Lehrstühle (ALW oder ELW oder NELK) zu erbringen. Die Prüfung ist dem gewählten Lehrstuhl zugeordnet. Dies ist bei der Prüfungsanmeldung zu beachten.		
Arbeitsaufwand: Gesamt: 240 Std.		
Voraussetzungen: keine bzw. abgeschlossenes Modul "Literary Studies: Intermediate (PS, 6 LP)" (EAS-1411)		ECTS/LP-Bedingungen: Bestehen der Modulprüfung
Angebotshäufigkeit: jedes Semester	Empfohlenes Fachsemester:	Minimale Dauer des Moduls: 1 Semester
SWS: 2	Wiederholbarkeit: siehe PO des Studiengangs	
Modulteile		
Modulteil: Literary Studies: Advanced (HS, 8 LP) Lehrformen: Hauptseminar Sprache: Englisch / Deutsch SWS: 2		
Zugeordnete Lehrveranstaltungen: African American Drama until 1950 (Hauptseminar) It is the aim of this course to acquaint students with African American Drama, written and staged until the mid-twentieth century. In opposition to mainstream drama of the early twentieth century, the development of African American drama was subject to different circumstances. Possibilities for people of color who were engaged in theatre and drama - producers, writers, actors, and not least audiences - were adverse, marked by racism,		

oppression, and financial adverse circumstances. Additionally, a deeply ingrained racism in the American society added to the circumstances under which African American drama was written and produced. Nevertheless, the first half of the 20th century can also be interpreted as a period in times with various waves of creativity and emancipation, e.g. during the Harlem Renaissance (cf. New Negro Movement), marked by activist forms of playwriting that was supposed to counter the stereotyped and racist stance of some forms of mainstream entertainment (e.g. in... (weiter siehe Digicampus))

HS (B.A.) Black British Film and Fiction (Hauptseminar)

In this course we will outline Black British History from the 16th century onwards and examine a selection of poems and novels ? Sam Selvon's *The Lonely Londoners* (1956), Zadie Smith's *White Teeth* (2000) and Tendai Huchu's *The Maestro, the Magistrate & the Mathematician* (2014) ? as well as documentaries and films tracing 20th-century developments, questions of multicultural policy, and current debates on BME/BAME representation and terminology.

HS (M.A.) From Can.Lit to Trans.Can.Lit: Diversity in Canadian Literature and Culture (Hauptseminar)

The study and conceptualization of Canadian literature has witnessed decisive changes throughout the 20th and 21st century. This course examines how, in the process of nation building, national literature was challenged by the re-conceptualization of Canada as multicultural and is currently undergoing a transition towards what Smaro Kamboureli and Roy Miki have called *Trans.Can.Lit*, a critical engagement that is ?marked by a keen awareness of how history, ideology, method, pedagogy, capital economies, cultural capital, institutional and social structures, community, citizenship, advocacy, racialization, indigeneity, diaspora, and globalization are all intricately related to *CanLit?* (2007, xv).

Major American Short Stories (Hauptseminar)

The seminar continues the seminar on the American short story of the nineteenth century and deals with short stories of the twentieth to the twenty-first centuries. Writers and texts discussed will include Sherwood Anderson, ? *Death in the Woods?* Ernest Hemingway, ? *Big, Two-Hearted River,* ? ? *Hills Like White Elephants,* ? ? *Cat in the Rain?* William Faulkner, ? ? *Dry September,* ? ? *A Rose for Emily?* Zora Neal Hurston, ? *Sweat?* John Barth, ? *Lost in the Funhouse?* Eudory Welty, ? *Where is the Voice Coming from??* Louise Erdrich, ? *Fleur?* Oscar Casares, ? *Chango,* ? ? *Domingo?*

Neuere Texte und Theorien der amerikanischen Literatur

Das OS des Sommersemesters wird neueste Eco-theory mit aktuellen Texten der amerikanischen Literatur verbinden. Genauere Angaben dazu per Rundschreiben.

Speculative Fiction (Hauptseminar)

'Speculative fiction' is a vague and contested genre label, but perhaps still useful when understood as an umbrella term for a whole range of fictional narrative genres such as science fiction, utopia/dystopia, fantasy, horror, alternate history, magic realism, cyberpunk, steampunk and the like. In the broadest sense, a narrative can be called speculative whenever it presents as real such elements that clearly deviate from probable and plausible reality as we know it. In a narrower sense, speculative fiction means imaginative narratives that speculate about the possibility and consequence of a world notably different from ours, e.g. in a technologically advanced future (science fiction), a different present (as in most fantasy or horror fiction, but also the utopian/dystopian non-place, which often lies in the future too), or an altered past (alternate history). In this compact course, we will explore examples of speculative fiction in different directions. Besides establishing common... (weiter siehe Digicampus)

The Brontës (Hauptseminar)

The three Brontë sisters Charlotte, Emily, and Anne shared remarkable imaginative and intellectual talents, which they put to use both together and individually. Figuring that female authors would be regarded with prejudice in their day, the sisters adopted the pseudonyms of Currer, Ellis, and Acton Bell when publishing their various joint and individual works, thereby assuming masculine pen names while retaining their initials. Written around the middle of the nineteenth century, the Brontë works explore, amongst other things, the themes of gender inequality, early death, sudden success, and unrequited love, many of which themes were inspired by the tragic events in the sisters' short lives. In this seminar we will read and analyse primarily the major novels, including *Jane Eyre* (by Charlotte Brontë), *Wuthering Heights* (by Emily Brontë) and *Agnes Grey* (by Anne Brontë), with a focus on both

narrative style and cultural background. In addition, we shall also consider a number of poems b... (weiter siehe Digicampus)

The Prison and American Art (Hauptseminar)

This is a four week seminar which examines prison as a central topic and metaphor in American literature and art. This course will be taught by Prof. Dr. Tony Magistrale of the Department of English, University of Vermont. The seminar will take place on the following dates: Monday, Tuesday, Thursday, 14.00 ? 15.30 from June 13-16, June 20-23, June 27-30, July 4-7. Texts to be discussed in this seminar include: - Edgar Allan Poe: The Philosophy of Composition, The Raven, The Bells, The City in the Sea, Ligeia, House of Usher, The Tell-Tale Heart - Nathaniel Hawthorne: Young Goodman Brown, The Birthmark, The Artist of the Beautiful, Rappaccini's Daughter - Selected poems by Emily Dickinson - A discussion of The Shawshank Redemption: novel (Stephen King) into film (Frank Darabont), prison into art. Students are strongly advised to obtain their own copies of the texts. A reader with course material will be made available at the beginning of the seminar.... (weiter siehe Digicampus)

Unreliable Narration (Hauptseminar)

Ever since Wayne C. Booth introduced the concept of ?unreliable narration? in The Rhetoric of Fiction, it has been the subject of controversial discussions. Although the term has been used in numerous ways and different theoretical contexts, it basically describes a narrator whose account or commentary has to be called into question by the reader. In this seminar, we will firstly read a range of theoretical texts on the history and theory of unreliable narration. Afterwards, we will elaborate a formal-functional working definition with which we will analyze various examples of unreliable narration in English literature. Although the focus will be on the contemporary novel, we will also discuss some selected texts of previous epochs.

Prüfung

Literary Studies: Advanced (HS, 8 LP) ALW

Modulprüfung, (Hausarbeit oder Portfolioprüfung, abhängig von der jeweiligen Lehrveranstaltung)

Prüfung

Literary Studies: Advanced (HS, 8 LP) ELW

Modulprüfung, (Hausarbeit oder Portfolioprüfung, abhängig von der jeweiligen Lehrveranstaltung)

Prüfung

Literary Studies: Advanced (HS, 8 LP) NELK

Modulprüfung, (Hausarbeit oder Portfolioprüfung, abhängig von der jeweiligen Lehrveranstaltung)

Modul EAS-1511 (= GyE 212 LW): Literary Studies: Backgrounds 2 (Ü/V/Ex, 4 LP) (= Vertiefungsmodul Literaturwissenschaft Englisch II)		ECTS/LP: 4
Version 1.0.0 Modulverantwortliche/r: Prof. Dr. Annika McPherson Prof. Dr. Martin Middeke, Prof. Dr. Hubert Zapf		
Inhalte: Vertiefende Studien zentraler Themen (Werke, Autoren, Genres, Geschichte) der englischsprachigen Literaturwissenschaft		
Lernziele/Kompetenzen: <u>Fachlich:</u> Die Studierenden erwerben erweiternde Hintergrundkenntnisse in der Geschichte der englischsprachigen Literaturen. Sie sind in der Lage, literarische Werke in ihren jeweiligen kultur- und literaturgeschichtlichen Entstehungskontext einzuordnen. <u>Methodisch:</u> Die Studierenden lernen, längeren Instruktionsphasen konzentriert zu folgen sowie diese in eigenständigen Notizen festzuhalten und in ihre eigene Wissensstruktur zu übertragen. Sie lernen, literatur- und kulturgeschichtliche Entwicklungen zu identifizieren und in ihren Zusammenhängen nachzuvollziehen. Die Studierenden üben dabei literaturwissenschaftliche Argumentations- und Vertextungsstrategien ein. <u>Sozial/personal/kommunikativ:</u> Die Studierenden bauen die literaturwissenschaftliche Fachsprache und ihre (akademische sowie interkulturelle) Kommunikationskompetenz weiter aus. Sie erwerben fremdkulturelles Kontextwissen über englischsprachige Kulturräume und reflektieren die eigenkulturellen Voraussetzungen.		
Bemerkung: Dieses Modul ist an einem der angegebenen Lehrstühle (ALW oder ELW oder NELK) zu erbringen. Die Prüfung ist dem gewählten Lehrstuhl zugeordnet. Dies ist bei der Prüfungsanmeldung zu beachten.		
Arbeitsaufwand: Gesamt: 120 Std.		
Voraussetzungen: keine		ECTS/LP-Bedingungen: Bestehen der Modulprüfung
Angebotshäufigkeit: jedes Semester	Empfohlenes Fachsemester:	Minimale Dauer des Moduls: 1 Semester
SWS: 2	Wiederholbarkeit: siehe PO des Studiengangs	
Modulteile		
Modulteil: Ü/V/Ex Literary Studies: Backgrounds 2 Lehrformen: Vorlesung, Übung, Exkursion Sprache: Englisch / Deutsch SWS: 2		
Zugeordnete Lehrveranstaltungen: An Introduction to Video Game Studies (Übung) The course aims to give students an introduction to the critical study of video games. This semester the focus will lie on the evolution of gameplay and how the genres of the adventure game and the first-person shooter have developed in the course of the last two decades. Naturally, selective readings will be the main pillar of our discussion and will focus on topics such as history, genre, space, narrative, presence, perspective, agency and authorship. In addition, we will play and discuss a broad range of video games (see list below) ranging from classics such as Blade Runner and System Shock to modern variants of these genres. For this purpose, there		

will be four double-sessions during the semester which will give students the opportunity to shortly present certain aspect of the games at hand. This will reward you with 2LP. An additional achievement may be unlocked if you choose to write an essay of 800 words (3LP) or of 1200 words (4LP). List of Games: (could still change) The Drea... (weiter siehe Digicampus)

Contemporary Autobiography (Übung)

Despite its origin in antiquity, the development of autobiography as a literary genre roughly correlates with the emergence of the modern subject in the 19th century. The broad definition of autobiography as the "description (graphia) of an individual human life (bios) by the individual himself (auto-)" (Georg Misch) already hints at the diversity and flexibility of the genre. Since the late 20th century, the increasing interest in autobiographical writing has particularly encouraged both thematically and stylistically experimental engagements with self-narration. Which innovations does contemporary "life writing" thus contribute to the traditional notion of autobiography, as developed by Augustine or Rousseau? The focus of this course will be on recent forms of "auto-text", thematic priorities, and selected problems of self-representation (e.g. self and subjectivity, narrative identity, memory). Furthermore, we will approach the dimensions of factual and fictional autobiography as wel... (weiter siehe Digicampus)

Drama Analysis (Übung)

This course provides students with the basic skills needed for analysing drama through both theory and practice. Key concepts of drama analysis including the duality of drama and theatre, time, space, and open and closed form will be studied and applied to two plays, John Osborne's classic *Look back in Anger* (1957) and Martin Crimp's ? postdramatic? play *Attempts on her Life* (1997). Drama Analysis is one of the five major areas relevant to literary studies (prose, drama, poetry, film, and literary theory) and is offered once every year. Students are advised to have attended all analysis courses before registering for their final exams.

Erzähltextanalyse (Übung)

This course aims at introducing and applying central concepts and categories of narrative theory. Those include not only the tripartite model of author, narrator, and reader but also the choice of narrative point of view, strategies of rendering consciousness, and the treatment of time and space. Our study of these categories will be accompanied by and advanced in classroom-based analyses of selected narrative texts. In addition to various samples from the English and American literary canon, we will take Kazuo Ishiguro's 1989 novel *The Remains of the Day*, which must be purchased and read by all participants, as our example. Please buy the following edition of the text: Ishiguro, Kazuo. *The Remains of the Day*. London: Faber and Faber, 1999. All theoretical texts will be uploaded on Digicampus in due course. Narrative Analysis is one of the five major areas relevant to literary studies (prose, drama, poetry, film, and literary theory) and is offered once every year. Students are advised... (weiter siehe Digicampus)

Examenskolloquium (Kolloquium)

Das Kolloquium dient der Vorbereitung der Staatsexamensprüfungen im Bereich der amerikanischen Literaturwissenschaft und der Magisterprüfungen im Fach Amerikanistik. Der Semesterplan richtet sich auch nach den Wünschen und Planungen der Teilnehmer, beinhaltet aber in jedem Fall folgende Themen: Überblick über das im schriftlichen Staatsexamen geforderte Hintergrundwissen; Form und Struktur von Prüfungssessays; gemeinsame Bearbeitung schriftlicher Examensaufgaben; Hinweise zu mündlichen Prüfungen. N.B. Beim Examenskolloquium handelt es sich nicht um ein literaturgeschichtliches Repetitorium.

Examenskolloquium Englische Literaturwissenschaft (Kolloquium)

Das Examenskolloquium bereitet Studierende auf das Lehramt-Staatsexamen im Fachgebiet Englische Literaturwissenschaft vor, indem Anregungen zur Prüfungsvorbereitung sowie Anleitungen zur gezielten, erfolgreichen Planung des Examens gegeben werden. Die Studierenden werden mit den Anforderungen des schriftlichen Staatsexamens der LPO I von 2008 im Fach Englisch/Literaturwissenschaft vertraut gemacht und erhalten Strategien für die Klausurvorbereitung. Dazu werden Beispiele für Klausuraufgaben diskutiert und schriftliche Prüfungssituationen simuliert. Teile des Kolloquiums werden als Blockveranstaltung gehalten. Die Zeiten werden noch rechtzeitig angekündigt.

Modern British Drama: 1890 to the Present (Übung)

This course tries to provide a comprehensive overview over the most important developments in British drama since the end of the nineteenth century. In particular, we will have a close look at influential formal innovations and the indissoluble relation between form and content. Starting with the English 'New Drama', we will touch on the concept of the 'well-made play', the influence of George Bernard Shaw, the 'theatre of the absurd', the movement of the 'angry young men', Brechtian influence on British drama, 'in yer face theatre', and postdramatic tendencies. We will read and discuss in detail four plays by different playwrights who can be considered representatives of their respective time and style of writing. In addition, we will use short excerpts from other plays and theoretical texts to trace and understand significant changes in the history of modern British drama.... (weiter siehe Digicampus)

Postmodernism: Theory, Literature and Film (Übung)

In his recent essay, Mathias Nilges describes Postmodernism as 'a moment in literary history?' and a general 'periodizing term?' (Nilges). In this respect, this seminar will explore the philosophical, socio-cultural and aesthetic debates associated with postmodernism. As a profound skepticism towards notions of history, language, representation, and authenticity became a shaping factor in the emergence of innovative narrative and representational conventions, postmodern fiction set out to develop new forms of artistic practice and expression foregrounding concepts such as self-reflexivity, hybridity, playfulness. Students will be introduced to a number of theoretical writings (e.g. Lyotard and Baudrillard) which epitomize and account for the epochal shifts in later twentieth century Western society and culture. We will then discuss a number of major examples of postmodern literature and film (including: Kurt Vonnegut's *Slaughterhouse-Five* (1969), Ridley Scott's *Bladerunner* (1982) and Que... (weiter siehe Digicampus)

Reading American Fiction: Satire, Humor and Irony (Übung)

'More than any other time in history, mankind faces a crossroads. One path leads to despair and utter hopelessness. The other, to total extinction. Let us pray we have the wisdom to choose correctly.' Woody Allen This course will offer a practice of close reading of satirical texts by various American writers. Starting from an analysis of how satire, humor and irony works in fiction, we will read canonized texts of American fiction as well as a wider range of contemporary satirical stories. From comic relief to literary landscapes of intertextuality and cultural references satirical stories include exaggeration, humor, irony or the ridicule while functioning as a comment on the 'real world?.'

Reading John Milton's *Paradise Lost* (Übung)

If you had to come up with a definite top ten list of English poets, you would see John Milton making the top three a hundred times out of a hundred. He is widely regarded as one of the most distinguished and ingenious writers in the English language, perhaps only rivaled by William Shakespeare and he has inspired other writers throughout the entire English literary history. One may only think of John Keats' famous letters and notebook entries which finally culminated in his conception of a 'negative capability?'. Furthermore, Keats' allusions to *Paradise Lost* in *The Eve of St. Agnes* are unforgettable examples of Milton's influence and literary heritage. Our course sets out to explore Milton's masterpiece, its topics, characters and how it became one of the most influential texts of English literary history. In order to do so, we will read the epic poem book by book as the semester progresses and discuss classic as well as recent interpretations. I expect all students to get hold of a c... (weiter siehe Digicampus)

Realism/Neorealism (Übung)

This course will acquaint students with the literary tradition of American realism. Being a major trend of artistic practice and expression in the later nineteenth century, literary realism traditionally aims at an authentic reflection of and engagement with life, society, and culture 'an aesthetic convention which proved especially problematic and dissatisfying in the subsequent modernist and postmodernist episteme. Recent contemporary American fiction, however, suggests a trend towards realist conventions of writing and storytelling. In the course of this seminar, students will be introduced to the narratological, thematic and stylistic nature and strategies of realism. We will apply and examine key concepts in our discussion of major representatives of American realism (such as Henry James, Mark Twain). In the second half of the term, we will investigate new perspectives on recent trends in literary realism and explore in what ways realist techniques and strategies are employed in... (weiter siehe Digicampus)

Self, Identity and Narration (Übung)

"If you wake up at a different time in a different place, could you wake up as a different person?? ? Chuck Palahniuk Fight Club The question of ?Who am I?? and issues of the ?sameness of self over time? or varieties of identity/identities seem essential in literary studies. This course will analyze terms like ?self? and ?identity? and how American fiction deals with these terms. Self-consciousness and socio-psychological concepts will be considered as well as seminal texts of mental representation of self or self-loss. Definitions of self and identity will be approached introducing psychological, sociological and narratological contemporary theories. Classic and newer texts and examples will be examined applying these various concepts.

Survey of English Literature I: Early Modernism and Restoration (Vorlesung)

This is the first of a four-part series of lectures on English literary history from the 16th century up to the present. The first course will focus on Early Modern literature, i.e. from the English Renaissance (c. 1500-1660) to the Restoration period (1660-1680). It covers the Elizabethan and Jacobean Ages, Cromwell?s Commonwealth republic and the years before the Glorious Revolution (Milton's _Paradise Lost_, Bunyan's _Pilgrim's Progress_, Restoration comedy). Participants are expected to read a wide range of textual samples and examples by relevant authors. A reader with assorted texts will be made available at the beginning of term. Besides that, students are required to obtain their own copy of William Shakespeare's _King Lear_. It is highly advisable to read this play before the beginning of term in order to alleviate the reading load during the semester.... (weiter siehe Digicampus)

The Sonnet (Übung)

The sonnet is one of the most wide-spread and easily recognisable poetic forms. Originating in 13th-century Italy, this poetic form became immensely popular among poets in the Renaissance and was widely used across Europe. The first sonnets in English were written in the 16th century and the form quickly flourished, with Shakespeare's sonnets standing out among Early Modern poetry. Ever since the Renaissance (i.e. in all subsequent periods of literary history up to the present day), poets have written sonnets, adapting the form that was originally associated with love poetry for their own purposes (political, religious, war poetry, ...) and some of the greatest poems in the English language are in fact sonnets. This course will trace the development of the sonnet in English poetry from the Early Modern period to the present day. We will analyse recurring themes and motifs and see how they are picked up at specific times in literary history. In this context, students will have the oppor... (weiter siehe Digicampus)

Ü Diversity in Cultural Studies (Übung)

As an academic exercise cultural studies is based on the conviction that the study of cultural processes, such as the production, circulation and use of cultural artifacts, is important to an in depth understanding of the ways in which ?power? manifests itself in the social and political orders of all human communities. Diversity studies enquire into common structures of oppression based on constructions of hegemonic identities, e.g. male, white, heterosexual, etc. It looks at the cultural contributions in society, culture and history of those historically underrepresented and denied access to power due to their racial, class, gender, sexual, etc. identities.

Prüfung

Literary Studies: Backgrounds 2 (Ü/V/Ex, 4 LP) ALW

Modulprüfung, (Klausur oder Portfolioprüfung, abhängig von der jeweiligen Lehrveranstaltung)

Prüfungsvorleistungen:

Literary Studies: Backgrounds 2 (Ü/V/Ex, 4 LP) ALW

Prüfung

Literary Studies: Backgrounds 2 (Ü/V/Ex, 4 LP) ELW

Modulprüfung, (Klausur oder Portfolioprüfung, abhängig von der jeweiligen Lehrveranstaltung)

Prüfungsvorleistungen:

Literary Studies: Backgrounds 2 (Ü/V/Ex, 4 LP) ELW

Prüfung

Literary Studies: Backgrounds 2 (Ü/V/Ex, 4 LP) NELK

Modulprüfung, (Klausur oder Portfolioprüfung, abhängig von der jeweiligen Lehrveranstaltung)

Prüfungsvorleistungen:

Literary Studies: Backgrounds 2 (Ü/V/Ex, 4 LP) NELK

Modul EAS-2711 (= GyE 221 SW): Linguistics: Advanced (HS, 8 LP) (= Vertiefungsmodul Sprachwissenschaft Englisch I)		ECTS/LP: 8
Version 1.0.0 Modulverantwortliche/r: Prof. Dr. Claudia Claridge Prof. Dr. Anita Fetzer		
Inhalte: Vertiefung ausgewählter Gebiete der theoretischen und angewandten Sprachwissenschaft sowie deren kritische Analyse im Rahmen von Phonologie, Morphologie, Syntax, Pragmatik, Textlinguistik (einschließlich (multimodaler) Diskursanalyse) und Medienlinguistik. Gezielte Anwendung im Kontext (Medienkommunikation, gesprochene und geschriebene Sprache, Varietätenlinguistik, Soziolinguistik).		
Lernziele/Kompetenzen: <u>Fachkompetenz:</u> Ausdifferenzierung sprachwissenschaftlicher Fachkenntnisse sowie eigenständige Entwicklung anspruchsvoller Problemstellungen und deren Verifizierung bzw. Falsifizierung in Theorie und Praxis. Fundierte Kenntnisse der wichtigsten linguistischen Theorien sowie deren Anwendung im natürlichen Sprachgebrauch. Fortgeschrittene Kenntnisse in der Klassifikation, Analyse und Interpretation unterschiedlicher Textgenres, der systematischen, theoriegebundenen Erfassung verborgener, impliziter Diskursbedeutungen, das Begreifen, Identifizieren und Verstehen pragmatischer, diskurslinguistischer und medienpezifischer Textphänomene. <u>Methodenkompetenz:</u> Fähigkeit zur Analyse relevanter linguistischer Einheiten und Musterstrukturen sowie deren Differenzierung. Fähigkeit zur strategischen Anwendung der erworbenen Kenntnisse in ausgewählten Diskursen (Fachsprache, Medienkommunikation) sowie kontextspezifische Differenzierung. <u>Sozialkompetenz:</u> Interkulturelle Kompetenz, Transferfähigkeiten, internationale Orientierung, Präsentations- und Diskussionsfähigkeit, Teamfähigkeit <u>Selbstkompetenz:</u> Selbstmanagement, fachliche Flexibilität		
Bemerkung: Dieses Modul ist an einem der angegebenen Lehrstühle (ASWA oder ESW) zu erbringen. Die Prüfung ist dem gewählten Lehrstuhl zugeordnet. Dies ist bei der Prüfungsanmeldung zu beachten.		
Arbeitsaufwand: Gesamt: 240 Std.		
Voraussetzungen: abgeschlossenes Modul "Linguistics: Intermediate (PS, 6 LP)" (EAS-2411) bzw. keine für Studierende Master Lehramt		ECTS/LP-Bedingungen: Bestehen der Modulprüfung
Angebotshäufigkeit: jedes Semester	Empfohlenes Fachsemester:	Minimale Dauer des Moduls: 1 Semester
SWS: 2	Wiederholbarkeit: siehe PO des Studiengangs	
Modulteile		
Modulteil: HS Linguistics: Advanced Lehrformen: Hauptseminar Sprache: Englisch / Deutsch SWS: 2		
Zugeordnete Lehrveranstaltungen: Historical Pragmatics (Hauptseminar)		

Linguistic pragmatics originally investigated modern spoken and usually interactive data, but has been extended for some time now also to historical data. There the questions arise how to deal with data that has only been transmitted in written form and how to extend pragmatic concepts and theories into the often very different situation in the past. In this course, we will have a closer look at what kind of (con)texts historical pragmatics works with, e.g. drama and other fictional dialogue, private letters, trial transcripts. We will also deal with topics such as the following: how did English express speech acts such as greetings, apologies, requests in the past?, how did Duzen/Siezen work in English and why did it vanish?, what counted as polite/impolite in earlier English and how is this explainable with modern politeness theories?, which pragmatic markers (like mod. you know) did people use and for which functions? etc. The course starts in the first week of term, i.e. on April 1... (weiter siehe Digicampus)

HS Neurolinguistics (Hauptseminar)

Neurolinguistics aims to describe the relationship between the brain and linguistic function. You will be introduced to different concepts that aim to describe this relationship. A major part of the seminar will be covered by the study of language and speech disorders like, for example, aphasia (relating to damage in specific brain areas) and dysarthria (relating to nerve damage), as these production impairments demonstrate the connection between linguistic abilities and brain anatomy. We will also look at agnosias as disorders of language reception and perception. In order to examine the exact causes for these disorders you will also be given an overview of modern methods of brain imaging.

HS The Psycholinguistics of Multilingualism (Hauptseminar)

Multilingualism is a topic of frequent interest among students. This course will focus on the multilingualism of individuals - but not on their usage of several languages, but rather on the cognitive requirements and conditions that make it possible e.g. to know several languages without mixing them up constantly (or do we?). At the same time, this will also permit insights into the impact on general cognition of having to juggle more than language (cf. Grosjean's famous dictum that "the bilingual is not two monolinguals in one person"). Less general in nature than an Introduction to Psycholinguistics, this course will keep a constant focus on bi- and multilingualism. It is thus particularly suitable for students who bring along a heightened awareness of multilingualism, be it through personal experience or classes (e.g. SLA), and want to learn about its underpinnings. For full credits, participants will carry out a replication experiment in class (instead of a presentation) and write... (weiter siehe Digicampus)

Language and Humour (Hauptseminar)

Conversational humour is a ubiquitous feature of our everyday lives. Still, most people are unaware of the rich diversity of its subtypes, e.g. teasing, banter, deprecating humour, or figures of speech used for humorous purposes (e.g. humorous irony). Taking many forms and guises, conversational humour serves multiple communicative purposes and performs diverse interpersonal functions, for example, bonding and solidarity building, or, by contrast, promoting animosity and hostility. Another major focus in humour research has been humour's capacity to convey non-humorous meanings outside the humorous frame and the nature of the speaker's intentions underlying the production of a humorous message. Alongside intentionality, the negotiability of meaning (during the interaction or evolving through metatalk) is a key aspect in the interpretation of conversational humour. Finally, both the production and interpretation of humour highly depend on a cultural context in which it occurs. Cultural a... (weiter siehe Digicampus)

The Language of Politics (Hauptseminar)

Political language is a clearly persuasive form of discourse, which seeks to convince the audience of the validity of one's own view and one's integrity, on the one hand, and of the misguided nature of the political opponents' views, on the other hand. In this course, we will be drawing on the resources of (classical) rhetoric, discourse and conversation analysis, pragmatics and cognitive linguistics in order to analyse how examples of political speech (manifestos, speeches, parliamentary debates, media interviews) try to reach these aims. Aspects that will be treated include the following: stylistic means and figurative language, the Gricean maxims, speech act theory, politeness theory, presuppositions, and deixis. Examples will be drawn from the British and American context. Note: This is a Blockseminar taking place in Sion, June 19-24, 2016. There will be two preparatory meetings, the first one on Tuesday, April 12, 15:45, room to be announced.... (weiter siehe Digicampus)

Prüfung

Linguistics: Advanced (HS, 8 LP) ASWA

Modulprüfung, (Hausarbeit oder Portfolioprüfung, abhängig von der jeweiligen Lehrveranstaltung)

Prüfung

Linguistics: Advanced (HS, 8 LP) ESW

Modulprüfung, (Hausarbeit oder Portfolioprüfung, abhängig von der jeweiligen Lehrveranstaltung)

Modul EAS-2511 (= GyE 222 SW): Linguistics: Backgrounds 2 (Ü/V, 4 LP) (= Vertiefungsmodul Sprachwissenschaft Englisch II)		ECTS/LP: 4
Version 1.0.0 Modulverantwortliche/r: Prof. Dr. Claudia Claridge Prof. Dr. Anita Fetzer		
Inhalte: Vertiefung ausgewählter Gebiete der theoretischen und angewandten Sprachwissenschaft sowie deren kritische Analyse im Rahmen von Phonologie, Morphologie, Syntax, Pragmatik, Textlinguistik (einschließlich (multimodaler) Diskursanalyse) und Medienlinguistik. Gezielte Anwendung im Kontext (Medienkommunikation, gesprochene und geschriebene Sprache, Varietätenlinguistik, Soziolinguistik).		
Lernziele/Kompetenzen: <u>Fachkompetenz:</u> Ausdifferenzierung sprachwissenschaftlicher Fachkenntnisse sowie eigenständige Entwicklung anspruchsvoller Problemstellungen und deren Verifizierung bzw. Falsifizierung in Theorie und Praxis. Fundierte Kenntnisse der wichtigsten linguistischen Theorien sowie deren Anwendung im natürlichen Sprachgebrauch. Fortgeschrittene Kenntnisse in der Klassifikation, Analyse und Interpretation unterschiedlicher Textgenres, der systematischen, theoriegebundenen Erfassung verborgener, impliziter Diskursbedeutungen, das Begreifen, Identifizieren und Verstehen pragmatischer, diskurslinguistischer und medienspezifischer Textphänomene. <u>Methodenkompetenz:</u> Fähigkeit zur Analyse relevanter linguistischer Einheiten und Musterstrukturen sowie deren Differenzierung. Fähigkeit zur strategischen Anwendung der erworbenen Kenntnisse in ausgewählten Diskursen (Fachsprache, Medienkommunikation) sowie kontextspezifische Differenzierung. <u>Sozialkompetenz:</u> Interkulturelle Kompetenz, Transferfähigkeiten, internationale Orientierung, Präsentations- und Diskussionsfähigkeit, Teamfähigkeit <u>Selbstkompetenz:</u> Selbstmanagement, fachliche Flexibilität		
Bemerkung: Dieses Modul ist an einem der angegebenen Lehrstühle (ASWA oder ESW) zu erbringen. Die Prüfung ist dem gewählten Lehrstuhl zugeordnet. Dies ist bei der Prüfungsanmeldung zu beachten.		
Arbeitsaufwand: Gesamt: 120 Std.		
Voraussetzungen: keine		ECTS/LP-Bedingungen: Bestehen der Modulprüfung
Angebotshäufigkeit: jedes Semester	Empfohlenes Fachsemester:	Minimale Dauer des Moduls: 1 Semester
SWS: 2	Wiederholbarkeit: siehe PO des Studiengangs	
Modulteile		
Modulteil: Ü/V Linguistics: Backgrounds 2 Lehrformen: Vorlesung, Übung Sprache: Englisch / Deutsch SWS: 2		
Zugeordnete Lehrveranstaltungen: Introduction to Old English (Übung) The seminar will provide an introduction to the linguistic structure of Old English, i.e. its phonological and orthographical peculiarities, its morphology and syntax as well as its lexicon. We will advance from exercises on		

particular points to the reading and translating of selected texts, both prose and poetry. Through the texts, we will also gain insights into the history and culture of Anglo-Saxon England. The course starts in the first week of term, i.e. on April 12.

Language, Gender and Beyond (Übung)

Within media, education and everyday life, questions of gender have gained more and more importance during the last few years. But how can gender be approached linguistically? Do men and women really talk differently? Does it make a difference if men and women are addressed differently and if so? What effects can be expected by gender neutral language? Which conclusions can be drawn from an intercultural perspective? In this course, we will try to answer these and other questions, starting off with a look at general theories of gender and locating gender linguistics within the field of humanities / social sciences. We will touch upon the subject within the frame of grammar, discourse analysis and sociolinguistics as well as introduce new disciplines such as queer linguistics and diversity studies.

Morphology and Word Formation (Übung)

This course offers a more elaborate introduction and discussion of classic concepts in English morphology and word formation, e.g. inflexion, derivation, reduplication, backformation, compounding, clippings, blends, acronyms, conversion, etc. We will incrementally explore each concept, while improving our analytical skills, decomposing several word forms each week.

Powerful Language (Übung)

Making a customer buy a specific product, stirring up an audience ahead of the presidential election or convincing a reader of the unavoidable necessity to militarily defeat terrorism can be taken as instances in which language works as a powerful instrument. One aim of the course is to introduce students to a range of analytical techniques for the critical analysis of texts. To understand their effects within specific historical and socio-political contexts in which those texts were produced is yet another essential part of the seminar. In a hands-on approach students are encouraged to analyse the ways in which authors/speakers employ powerful evaluative, rhetorical and persuasive strategies in order to align the reader/audience with their worldview. The methods introduced by Systemic Functional Linguistics (SFL) along with the principles of Critical Discourse Studies (CDS) complement the analytical toolbox with means to disclose the role that (ideologically informed) interactional mo... (weiter siehe Digicampus)

Semantics and Pragmatics (Übung)

This course is about the meaning of words (lexical meanings), sentences (propositional meanings) and utterances (utterance meanings). Thus, we will not only discuss what words and sentences mean 'in and of themselves' - but also what we mean when we say/or them in particular contexts of use.

Syntax: Basics (Übung)

Building on the syntactic skills acquired in the Introduction to English Linguistics, this course will provide a systematic overview of the principles and (formal and functional) categories of syntactic analysis with particular focus on Quirk et al.'s model. We will aim to strike a balance between theoretical considerations and hands-on analysis of authentic sentences.

The English Lexicon (Vorlesung)

The lecture will deal with the structural properties of the English lexicon. One important aspect to be treated is its etymologically mixed character, together with the consequences such as wide-spread synonymy, delicate stylistic levels and the resulting requirements for lexicography. Another aspect concerns the morphological make-up of the lexicon, which - partly due the analytic character of English - shows a high degree of flexibility and innovativeness (cf. for example the numerous conversions and blends). A third aspect concerns combinability and fixedness within the lexicon, i.e. collocation, colligation and idiomaticity. Another point to be treated concerns the semantic relationships between words (e.g. antonymy) and how this shows up in actual English usage.

Ü Analyzing Variation (Übung)

Variability is one of the most fundamental properties of language. In this course, we will approach linguistic variation from the perspective of Variationist Sociolinguistics, which studies the way language varies according to external (=social) and internal (=linguistic) factors. After developing a basic understanding of variation, linguistic variables and variationist methods, each student will work on an individual mini project over the course

of the semester. The projects will involve compilation of a small dataset for analysis of a particular variable, circumscription of the variable context, coding of dependent and independent variables, quantitative analyses and visual presentation of results. The last sessions will be dedicated to the discussion of the variables examined. The goals of the seminar are to introduce students to the theoretical model of Variationist Sociolinguistics, to expand students' awareness of social and linguistic aspects of linguistic variation and to provi... (weiter siehe Digicampus)

Ü Articulatory Phonetics A (Übung)

In this class you will be introduced to all the articulatory organs and processes involved in the production of speech starting from the brain "giving orders" to the muscles and including the lungs creating airflow, the larynx creating voice as well as the supraglottal articulators that create speech sounds that finally leave your lips as air pressure fluctuations. The class will examine all the speech sounds possible in human languages, but of course there will be a special focus on the speech sounds of English and the characteristics best used to describe them.

Ü Articulatory Phonetics B (Übung)

In this class you will be introduced to all the articulatory organs and processes involved in the production of speech starting from the brain "giving orders" to the muscles and including the lungs creating airflow, the larynx creating voice as well as the supraglottal articulators that create speech sounds that finally leave your lips as air pressure fluctuations. The class will examine all the speech sounds possible in human languages, but of course there will be a special focus on the speech sounds of English and the characteristics best used to describe them.

Ü Prosodic Features (Übung)

This seminar focuses on the main prosodic/suprasegmental features duration, intensity and frequency. We will look both at their phonetic characteristics in the transmission (Acoustic Phonetics) and the reception/perception (Auditory Phonetics) of speech and their linguistic or paralinguistic function in terms of stress, intonation and the rhythmic structure of speech, i.e. addressing issues of Prosodic and Metrical Phonology.

Prüfung

Linguistics: Backgrounds 2 (Ü/V, 4 LP) ASWA

Modulprüfung, (Klausur oder Portfolioprüfung, abhängig von der jeweiligen Lehrveranstaltung)

Prüfungsvorleistungen:

Linguistics: Backgrounds 2 (Ü/V, 4 LP) ASWA

Prüfung

Linguistics: Backgrounds 2 (Ü/V, 4 LP) ESW

Modulprüfung, (Klausur oder Portfolioprüfung, abhängig von der jeweiligen Lehrveranstaltung)

Prüfungsvorleistungen:

Linguistics: Backgrounds 2 (Ü/V, 4 LP) ESW

Modul SZE-0108 (= GyE 230 SP): Vertiefungsstufe Sprachpraxis Englisch (8 LP) (= Vertiefungsmodul Sprachpraxis Englisch)		ECTS/LP: 8
Version 1.0.0 (seit SoSe15 bis SoSe16) Modulverantwortliche/r: Dr. phil. Christine Haunz		
Inhalte: Optimierung der fremdsprachlichen Fähigkeiten im mündlichen und schriftlichen Bereich in Annäherung an die Standards einer muttersprachlichen Beherrschung des Englischen <ul style="list-style-type: none"> • Effective Writing 2 • Übersetzung Englisch-Deutsch 2 • Translation German-English 		
Lernziele/Kompetenzen: Fähigkeit, komplizierte Sachverhalte schriftlich in idiomatischem, nahezu muttersprachlichem Englisch darzustellen; verfeinerte fremdsprachliche <i>language awareness</i> (Zielniveau C1+ GER)		
Bemerkung: Aus jeder LV-Gruppe ist eine LV zu belegen. Online-Anmeldung (zu den Lehrveranstaltungen über Digicampus, zur Prüfung über STUDIS)		
Arbeitsaufwand: Gesamt: 240 Std.		
Voraussetzungen: erfolgreicher Abschluss des Aufbaumoduls Sprachpraxis Englisch des jeweiligen Studiengangs		ECTS/LP-Bedingungen: Bestehen der Modulgesamtprüfung
Angebotshäufigkeit: jedes Semester (in der Regel)	Empfohlenes Fachsemester:	Minimale Dauer des Moduls: 1-2 Semester
SWS: 6	Wiederholbarkeit: siehe PO des Studiengangs	
Modulteile		
Modulteil: Effective Writing 2 Lehrformen: Übung Sprache: Englisch SWS: 2		
Zugeordnete Lehrveranstaltungen: Effective Writing 2 / Gruppe A (Übung) Effective Writing 2 / Gruppe B (Übung) Effective Writing 2 / Gruppe C (Übung) Effective Writing 2 / Gruppe D (Übung) Effective Writing 2 / Gruppe E (Übung)		
Modulteil: Übersetzung Englisch-Deutsch 2 Lehrformen: Übung Sprache: Englisch / Deutsch SWS: 2		
Zugeordnete Lehrveranstaltungen: Übersetzung Englisch-Deutsch 2 / Gruppe A (Übung) Übersetzung Englisch-Deutsch 2 / Gruppe B (Übung)		

Übersetzung Englisch-Deutsch 2 / Gruppe C (Übung)

Übersetzung Englisch-Deutsch 2 / Gruppe D (Übung)

Modulteil: Translation German-Englisch

Lehrformen: Übung

Sprache: Englisch

SWS: 2

Zugeordnete Lehrveranstaltungen:

Translation German-English / Gruppe A (Übung)

Translation German-English / Gruppe B (Übung)

Translation German-English / Gruppe C (Übung)

Prüfung

Vertiefungsstufe Sprachpraxis Englisch (8 LP)

Klausur, Modulgesamtprüfung