

ENGLISCHES SEMINAR
RUHR-UNIVERSITÄT BOCHUM

Seminarinternes Vorlesungsverzeichnis & Modulhandbuch

M.Ed.-Studiengang
im Fach Englisch

Sommersemester 2025

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Zum Studium des M.Ed. im Fach Englisch

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

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

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

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

Zulassungsbedingungen

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

Belegung von Veranstaltungen

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

Modulprüfungen und Masterarbeit

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

Möglicher Studienverlauf

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

Anmeldung zu den Lehrveranstaltungen per eCampus

Die Lehrveranstaltungen des Englischen Seminars beginnen ab dem 14.04.2025. Bitte betrachten Sie alle anderslautenden Ankündigungen als überholt. Die erste Semesterwoche ist für die Durchführung und Korrektur von Nachprüfungen sowie für die Studienberatung vorgesehen.

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

vom 26.02.2025, 08.00 Uhr, bis 19.03.2025, 21 Uhr

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

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

Studienberatung und Service

Studienfachberatung

Mit unserer Studienfachberaterin Frau PD Dr. Monika Müller können Sie offene Fragen klären, Informationen einholen oder Probleme besprechen. Die Sprechzeiten entnehmen Sie bitte der Homepage des Englischen Seminars (<https://www.es.ruhr-uni-bochum.de/es/studium/beratung/studienfachberatung.html.de>).

E-Mail: fachberatungenglisch@rub.de

Servicezimmer

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

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

E-Mail: es-servicezimmer@rub.de

Auslandsberatung

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

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

E-Mail: es-auslandsaufenthalt@rub.de

M.Ed.-Prüfungsberechtigte im Sommersemester 2025

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

Lehrveranstaltungen

Fachwissenschaftliches Modul

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

Voraussetzungen für die Vergabe von Kreditpunkten: Erfolgreicher Abschluss der Veranstaltungen durch Erbringung der von den VeranstaltungsleiterInnen definierten obligatorischen Studienleistungen (wie z.B. kurze schriftliche Assignments, Präsentationen, Tests); erfolgreiche Modulprüfung
Stellenwert der Note für die Fachnote: Die Modulnote geht zu 25% in die Fachnote für das Fach Englisch ein.
Modulbeauftragte: die in dem Modul lehrenden HochschullehrerInnen

Vorlesungen

050 612

Lingua Franca Communication, 3 CP

2 st. mo 12-14

HGB 10

Meierkord

Lingua Franca communication takes place between non-native speakers of a language. They have different mother tongues as well as different cultural backgrounds. Today, English is the language that is most often used for this purpose around the world, and this fact has recently resulted in a huge scientific interest in this topic. This series of lectures discusses the spread of English and its function as an international but also as an intranational lingua franca (e.g. in Nigeria and India). We will explore the history of research into English as a lingua franca, describe the various forms of Englishes that meet in such conversations, discuss how participants successfully interact in such contexts, and whether new forms of English are emerging from this.

The theoretical parts will be supplemented by discussions of data excerpts. Despite the lecture character of this course, students will be expected to actively participate in the data analysis parts, which will take place during the last third of each lecture.

Assessment/requirements: written exam and additional independent reading of appr. 30 pages on one of the lecture topics.

050 624Shakespeare's Sonnets – An Overview, 3 CP

2 st. di 8.30-10

HGB 30

Weidle

This lecture is intended to provide an overview of what some perceive to be the most difficult sonnet collection in English. Published in 1609, "SHAKE-SPEARES Sonnets. Neuer before Imprinted" comprises 154 sonnets which feature four main character constructs: the poet speaker, a dark or black/'black'/Black mistress, a 'fair youth', and rival poets. These character constructs are staged in a complex web of relationships of desire, poetic ambition, and deception. In my lecture I will focus on how the collection engages with the sonnet tradition and the sonnet form, the sequence's early textual history, the main characters, and the sequence's impressionistic narrative structure. The main part of the lecture will be devoted to discussing what I believe to be the five main theme clusters, i.e. preservation, writing, desire, deception, and imagination, and to how they organize the sequence.

I will base the lecture on my *Comprehensive Guide to Shakespeare's Sonnets* (Bloomsbury, The Arden Shakespeare, 2024). Students interested in purchasing a copy at a reduced price should contact me via email (staff-anglistik1@rub.de). Secondary material will be made available on Moodle. Students should obtain either the Arden edition of the *Sonnets* (edited by Katherine Duncan-Jones) or the Oxford edition by Colin Burrow.

Assessment/requirements: interview in the final weeks of term.

050 636Narrative Theory, 3 CP

2 st. di 12-14

HGB 20

Klawitter

This course of lectures aims to enhance the understanding of major aspects of narrative fiction. It will deal with the significance of titles and intertextual relations, matters of perspectivization (types of narration and focalization), the ethos of narrators, the building blocks of narrative discourse (report, description, comment and speech), the constitution of characters, the construction of plot, the creation of mystery and suspense, the functionalization of time and space, the introduction and development of themes, and the use of self-reflexivity. The various choices and techniques available to writers will be illustrated with excerpts from classics of British fiction.

Recommended reading:

- Peter Wenzel, Hg. *Einführung in die Erzähltextanalyse: Kategorien, Modelle, Probleme*. WVT, 2004.
- Christoph Bode. *Der Roman: Eine Einführung*. Francke, 2005.
- John Mullan. *How Novels Work*. Oxford UP, 2008.

The texts used in the course will be made available through Moodle.

Assessment/requirements: test in the final week of term.

050 646North American Literature & Culture III: Cold War to Present, 3 CP

2 st. mo 14-16

HGB 30

Bieger

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

The aim of this course is to lay the foundation for the study of North American literature and culture and help students make informed choices of other courses in the modules "Amerikanische Literatur" and "Cultural Studies (USA)." Each part of the lecture series can be attended separately. It is highly recommended to attend the *Übung* accompanying this lecture, in which we revisit its content and discuss all the reading assignments.

Assessment/requirements: regular and prepared attendance, final exam.

050 657Irish Questions, 3 CP

2 st. do 12-14

HGB 20

Berg

Why was Irish society more religious than most other societies in Western Europe until recently? Why have public perceptions of issues such as divorce, abortion, or the relationship of church and state changed dramatically over the last 30 years? Why did the Irish economy become one of the most 'globalised' ones in the 1990s? Why did Irish politics never produce a party system similar to those of other Western European polities? Why do Irish people still disagree whether they should call the island of Ireland minus its Northern part 'the Irish Republic' or the '26 counties'? Why is the far right less successful in Ireland than in most other areas of Western Europe? Discussing these and similar questions and employing approaches from history, political sociology, and cultural studies, this lecture course provides an overview on historical changes in Ireland in the 20th and 21st century.

Assessment/requirements: written test at the end of the lecture course.

Übungen

050 655

North American Literature & Culture III: Cold War to Present – The Readings, 3 CP

2 st. mo 16-18

GB 6/137

Bieger

This *Übung* accompanies the lecture “North American Literature & Culture III: Cold War to Present,” which provides a historical and thematic overview of North American literature and culture from the Cold War to the present. Week by week it revisits the content of the lecture and discusses all its reading assignments. In other words, it does not make sense to take this course without attending the lecture. On the other hand, it is highly recommendable taking this course in combination with the lecture.

In addition to deepening the foundations laid by the lecture for the study of North American literature and culture, the course teaches students to how ‘close read’ different types of cultural artifacts in their specific (media) historical context.

Assessment/requirements: regular and prepared attendance, several short written assignments with a focus on close-reading cultural artifacts.

050 702

Word Formation around the World, 3 CP

2 st. mi 10-12

GB 6/131

Meierkord

New words enter the English language every day. Typically, these are the results of what is called word-formation, such as compounding, affixation, conversion and shortening processes (e.g. clipping and abbreviation). In this seminar, we will investigate how the strategies that speakers of English around the world choose to create new words have changed throughout time, in the various places where English is used (e.g. Britain in comparison to Kenya and Singapore), in new genres (e.g. in chats or short messaging), and by learners of English and users of English as a lingua franca. Using various forms of data, we will also discuss how the impact of a word formation strategy can be measured in terms of its frequency and productivity and in which text types or styles individual strategies are chosen more often.

Assessment/requirements:

Übung: regular active participation (at least 67%) and reading, contributions to Moodle forums and online activities, in-session contribution in a format of your choice.

Seminar: the above, plus *either* an empirical term paper (ideally based on your presentation) or a report (7-8 pages) on empirical analyses related to one of the other thematic sessions.

Examensmodul: active regular participation (min. 67%) and reading, contributions to Moodle forums and online activities, annotated bibliography of 10 titles related to the course topic(s) or a 30-minute oral in-class exam on such 10 titles.

050 703

Indian English, 3 CP

Blockseminar

GB 6/131

Meierkord

Vorbesprechung: 08.04.2025, 14-16

Termine: 25.04.25, 23.05.25, 27.06.25, 11.07.25, je 14-18

English was transported to India when the British East India Company established a trading post in 1600. Subsequently, the British reign in India led to an increasing use of English on the subcontinent, and after India gained independence in 1947, English has continued to be used as an official language until today. As a result of this history, a number of different forms of English are in daily use in India today. Usually, Indian English refers to a second language variety, spoken by mother tongue speakers of Hindi, Tamil, Gujarati etc.. But there are also a number of pidginised varieties of English which are or have been spoken in India. In this seminar, we will analyse the particular characteristics of Indian English (phonology, morphology, syntax, and the lexicon) and the sociolinguistic status of English in India today.

We will also discuss various methodological approaches to the description and analysis of Indian English, and we will compare Indian English with Black South African English in order to identify features that seem to characterize all second language varieties of English. The course will conclude with a look at diasporic varieties of Indian English, i.e. English as spoken by Indian immigrants in Britain or South Africa.

Assessment/requirements:

Übung: regular active participation (at least 67%) and reading, contributions to Moodle forums and online activities, in-session contribution in a format of your choice.

Seminar: the above, plus *either* an empirical term paper (ideally based on your presentation) or a report (7-8 pages) on empirical analyses related to one of the other thematic sessions.

Examensmodul: active regular participation (min. 67%) and reading, contributions to Moodle forums and online activities, annotated bibliography of 10 titles related to the course topic(s) or a 30-minute oral in-class exam on such 10 titles.

050 705Scottish English and Scots, 3 CP

2 st. mi 14-16

GB 6/137

Müller, T.

Scots and Scottish English are often treated as being at opposite ends on a dialect continuum of Scottish varieties of English. Yet, Scots has a very valid claim to being a separate language altogether, and its history is quite distinct, going back to a northern variety of Old English which is today known as Old Northumbrian. Scottish English, on the other hand, is usually defined as standard English with a distinctly Scottish pronunciation and, accordingly, is much younger than Scots.

This class will investigate how Scots and Scottish English differ, where they both come from and what their relevance is today. We will learn about different Scottish English accents and varieties, where Scots is still spoken, and we will have a brief glance at older Scots texts, in particular Barbour's *Bruce* (the first known text in Scots) and Robert Burns' "Auld Lang Syne".

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

050 707Showing Tales: Shakespeare and Gower, 3 CP

2 st. mo 10-12

GB 6/131

Weidle

This is a companion course to Prof. Majewski's *Telling Tales: Gower* (Tue 12-14). Although these courses can be taken independently, we recommend that students, if possible, enrol in both. The idea of these twin seminars is to look at the ways stories are told in different media from different perspectives. In our courses we will address how stories travel through time and genres, how the medial features of narrative texts and drama affect the way a story is told, and which authorial and ideological agendas are involved. The central primary text that constitutes the basis of both courses is Gower's collection of tales *Confessio Amantis*.

In my course, a focus will be placed on William Shakespeare and George Wilkins' Romance play *Pericles* for which the playwrights relied largely (but not exclusively) on the *Confessio Amantis*. We will look at the relationships between the source texts and the play, discuss the changes made by Shakespeare and Wilkins, and attempt to relate these to contexts of the early modern theatre scene. We will also address the semiotics of theatre, i.e. how the play 'narrates' the story and which channels and semiotic codes are involved in theatrical representation. Because of the fundamental medial differences between a printed text and a performed play, writer and playwright tell stories differently. For example, while the stories in Gower's *Confessio Amantis* are *told* by a homodiegetic (i.e. first-person) narrator, Shakespeare and Wilkins' play *presents* the story in what seems to be an unmediated manner. But as we shall see, even in *Pericles* we can identify narrative agents and structures that mediate, arrange, select and 'narrate' the story to the audience.

The secondary material and a modern English translation of Gower's *Confessio Amantis* will be made available on Moodle, copies of Shakespeare/Wilkins' *Pericles*, however, need to be obtained by each student. I recommend the Third Arden Series edition by Suzanne Gosset (first publ. 2009).

Please make sure to have read the "Tale of Apollonius of Tyre" from the *Confessio Amantis* (in the modern English translation made available on Moodle and to be found here: https://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1008&context=mip_teamsvaria) and the play *Pericles* by the first session!

Ideally, Prof. Majewski's and my class meet about 3 times (ideally at the beginning, in the middle, and at the end of term) to compare our findings and to enable discussions between courses. When and where these meetings will take place, will be decided at the latest by the second session (depending on students' times of availability).

Assessment/requirements: *Übung*: regular and active attendance, undivided attention in class, participation in the collaborative sessions with Prof. Majewski's seminar, oral or written contribution to be specified at a later stage; *Seminar*: regular and active attendance, undivided attention in class, participation in the collaborative sessions with Prof. Majewski's seminar, term paper (15 pages) to be handed in by 30 September 2025.

050 708

Shakespeare's Sonnets – A Comprehensive Approach, 3 CP

2 st. di 10-12

GABF 04/252

Weidle

In this course we will engage more thoroughly with some of the themes, contexts, sonnets, and approaches that I discuss in the lecture on the *Sonnets* (Tue 8:30-10:00). Although the lecture and the seminar can be taken independently from each other, I recommend – if possible – to attend both courses.

In the course, we will address, among other, the following questions: How do the sonnets engage with their own tradition? What is the authorial status of the early editions? How are the sonnets organized in the sequence? What story (or stories) do they tell? Who are the main characters and what are their relationships? How do the theme clusters of preservation, writing, desire, deception, and imagination organize the poems in the collection? How do they address notions and concepts of gender, sexuality, 'race' and Blackness? What can the sonnets tell us about the early modern literary marketplace and the patronage system? How does the collection address poetological concerns? And how do the sonnets thematize the role and function of imagination and memory in sonneteering and the experiencing of desire?

In addressing these concerns, we will pursue a two-pronged approach: while discussing critical approaches, discourses, and concepts, we will at the same apply them to selected sonnets and approach the poems in a close-reading manner.

The course is based on my *Comprehensive Guide to Shakespeare's Sonnets* (Bloomsbury, The Arden Shakespeare, 2024). Students interested in purchasing a copy at a reduced price should contact me via email (staff-anglistik1@rub.de). Secondary material will be made available on Moodle. Students should obtain either the Arden edition of the *Sonnets* (edited by Katherine Duncan-Jones) or the Oxford edition by Colin Burrow.

Assessment/requirements: *Übung*: regular and active attendance, undivided attention in class, oral or written contribution to be specified at a later stage; *Seminar*: regular and active attendance, undivided attention in class, term paper (15 pages) to be handed in by 30 September 2025.

050 709

Telling Tales: John Gower, 3 CP

2 st. di 12-14

GB 6/131

Majewski

John Gower's *Confessio Amantis* was a bestseller in the later Middle Ages, having come down to us in almost 50 medieval manuscripts. In this seminar, we will uncover how Gower opens up a multiplicity of voices within and beyond his *Confessio*, and also in which ways his fascinating compilation of tales influenced contemporary authors like Geoffrey Chaucer and later ones like William Shakespeare alike.

Gower lived in a period of English history that was in many ways similar to our own: the country was struck by pandemics, social upheaval, and political unrest. But Gower believed that the world can be a better place: his *Confessio* offers examples of how such a better world could be imagined. The tales – “*Somewhat of lust* [pleasure], *somewhat of lore* [learning, wisdom]” (CA, Prologue, l. 19) – cover a wide range of topics and genres, and are particularly interesting from a narratological point of view. They are embedded in a frame narrative, in which Venus sends the priest Genius to the love-sick Amans for help and guidance. Genius interrogates Amans, hearing his confession. To illustrate the Seven Deadly Sins, Genius tells more than 100 stories – re-tellings of classical mythology (especially Ovid's *Metamorphoses*), biblical matter, historical accounts, and literary works – that serve as examples of good and bad *Love* – and, between the lines, also as examples of a good and bad *England*. We will discover how these ‘tales within the tale’ stand in relation to each other, to the frame narrative, and to the larger socio-political and cultural contexts of late-14th-century England.

This is a companion course to Prof. Weidle's “Showing Tales: Shakespeare and Gower”. Although the courses can be taken independently, we recommend that students, if possible, enrol in both of them. The idea of this twin seminar is to look at the ways stories are told in different media from different perspectives. In both courses we will address how stories travel through time and genres, how the medial features of narrative texts (and drama) affect the way a story is told and with which authorial and ideological agendas. Prof. Weidle and I

would like to make it possible that our courses meet about three times (ideally at the beginning, in the middle, and at the end of term) to compare our findings and to enable discussions across courses. When and where these meetings will take place, will be discussed and decided in the second session at the latest.

Assessment/requirements: No previous knowledge of Middle English is required. However, students should be prepared and willing to engage with the Middle English text. *Confessio Amantis* (in Middle English and in a brand new translation) is available in electronic form. Primary and secondary texts will be uploaded to Moodle.

Übung: thorough reading and preparation of selected text passages on a weekly basis; active participation in class; participation in the collaborative sessions with Prof. Weidle's seminar; short presentation; *Seminar*: thorough reading and preparation of selected text passages on a weekly basis; active participation in class; participation in the collaborative sessions with Prof. Weidle's seminar; term paper (ca. 15 pages; deadline will be announced in the seminar).

050 713

Tobias Smollett: The Expedition of Humphry Clinker, 3 CP

2 st. mo 12-14

GB 6/131

Klawitter

Tobias Smollett's epistolary novel *The Expedition of Humphry Clinker* (1771) relates the exciting journey of a Welsh gentry family through England and Scotland. The events are reported from various perspectives, since each member of the family writes to friends in their own, idiosyncratic way. Visits to such centres of eighteenth-century life as the spa towns Bath and Scarborough or the pleasure garden Ranelagh in London give rise to extensive comments about contemporary manners and social conditions. In our discussions we will explore the narrative techniques in Smollett's comic masterpiece and prominent aspects of eighteenth-century culture which are thematized in the novel.

Participants should acquire the following edition:

Tobias Smollett. *The Expedition of Humphry Clinker* (Oxford World's Classics), edited by Lewis M. Knapp and Paul-Gabriel Boucé. Oxford UP, 2009, ISBN-13: 978-0199538980.

Assessment/requirements: *Übung*: test at the end of term; *Seminar*: 12-page term paper.

050 714Poets on Poetry: Self-reflexivity in Contemporary British Poetry, 3 CP

2 st. do 12-14

GB 6/137

Klawitter

Contemporary poets are often willing to talk about their motives for writing poetry, to discuss aspects of the creative process, to reflect on their understanding of language, to express thematic concerns and poetic principles, to explain their relation to certain traditions and their indebtedness to certain poets. An intriguing form of such self-definition and reflection are the so-called 'metapoems', poems about the writing of poetry (also sometimes the dissemination and reception of poetry).

In this seminar we will read metapoems by Ted Hughes, Seamus Heaney, Charles Tomlinson, Edwin Morgan, Anne Stevenson, Vernon Scannell, Michael Hamburger, Roy Fisher, Wendy Cope, Linton Kwesi Johnson, Carol Ann Duffy and more recently successful poets. The focus will be on how poetic techniques are employed to engage readers in reflections on the art of poetry and its socio-cultural significance.

All the texts used in class will be made available through Moodle.

Assessment/requirements: *Übung*: test at the end of term; *Seminar*: 12-page research paper.

050 717British and American Nature Poetry – A Comparative Approach, 3 CP

2 st. di 8.30-10

GB 6/131

Ottlinger

Beginning with the period of English Romanticism, this seminar will focus on the historical development of nature poetry from the 18th up to the 20th centuries, both in Great Britain and the United States. Based on in-depth analyses of selected poems representative of the various literary periods and authors, we will discuss the different nature concepts against the background of Romantic traditions and will thus oscillate between continuity and change. Another overriding aim of this class is to improve students' skills in poetry analysis.

All primary texts to be discussed in class will be provided on Moodle.

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

050 721

Racial Passing in U.S. Literature and Film, 3 CP

2 st. di 10-12

GB 6/137

Bieger

U.S. race relations are ruled by the “colorline,” the symbolic boundary that separates Black and white America. The course focuses on the practice of passing, usually understood as the “passing for white” by means of which light-skinned African Americans have been crossing this line—at immense personal risk, and at the expense of giving up their Black identity and community. To grasp the significance of this practice, it is important to know that the idea of the colorline is based on a biological fiction: For a long time, who counted as Black in the U.S. was defined by the “one drop rule,” according to which a single drop of “Black blood” determined the racialization of human life. After the end of the transatlantic slave trade in 1808, it was an effective tool for declaring the children of enslaved women and their owners (mostly conceived through sexual abuse) as “human property.” Ironically, this biopolitical form of extraction inherent in U.S. colonialism was instrumental in the emergence of a group of people who were able to pass. This group not only inherited the controversial history of “miscegenation” (or “racial mixing”); it marked the transgression of a founding paradox: that of unequal rights in the land of equality.

So yes, racial passing is a quintessentially American phenomenon. But because of the dangers involved in it, there are virtually no records. In this situation, the “novel of passing” is an indispensable archive. Originating in the late 19th century, the genre attests to the failure of U.S. society to integrate almost four million former slaves, which manifested itself in racial segregation, mass lynchings, and the “great migration” of African Americans to the North. And if the “colorline” divided and held this society together in equal measure, the “novel of passing” must be seen as a battleground in the struggle for social cohesion, for it lays bare its systemic inconsistencies. When film emerged as a new medium of storytelling in the early 20th century, it was soon taken up by those seeking to contest the “colorline” through narrative art with film adaptations of novels of passing.

In comparing literary and filmic explorations of passing, the course seeks to make tangible and critically interrogate the different media affordances of these two powerful forms of narrative art. Concretely, we will study four novels of passing and their film adaptations. Starting with Charles Chesnutt’s *The House Behind the Cedars* (1900), the first novel by an African American author who was himself white enough to pass, and its 1927 film adaptation by Oscar Micheau, we turn to Nella Larsen’s *Passing* (1929) and its 2021 film adaptation by Rebecca Hall, Fannie Hurst’s *Imitation of Life* (1933) and its 1959 film adaptation by Douglas Sirk, and Philip Roth’s *The Human Stain* (2000) and its 2003 film adaptation by Robert Benton. We will end the course with a fifth novel, Brit Bennett’s *The Vanishing Half* (2020), which is currently being adapted as a tv-series, to ask ourselves what a successful adaptation of the novel might look like.

In tracking coercive power of the “colorline” through these cultural artifacts, a main objective will be to assess the intersection of race and gender. How is passing gendered in our primary sources, and what impact does this have on the individuals and communities

depicted in them? Do the novels and films imagine ways to expose, resist, or remodel the normalizing forces of race and gender that they interrogate through the practice of passing? Do the acts of passing depicted in them inform and/or contradict one another?

N.B. Even though some of our novels are fairly short, the course is reading intense! I recommend that you purchase all five novels ahead of time and start reading them right away. You will have extra reading time because there will be no class on June 3 due to my attendance of an international conference. As of the viewing assignments: unless noted otherwise in the course syllabus, it is your responsibility to gain access to them.

Assessment/requirements: *Übung*: regular and prepared attendance, participation in an expert group, submission of expert notes; *Seminar*: regular and prepared attendance, participation in an expert group, term paper (15 pages) or oral exam.

050 722

American Music / Music Fiction, 3 CP

2 st. mo 10-12

GB 02/60

Müller, M.

In this course we will not only explore American music from old-timey Appalachian mountain music to hip hop and beyond, but we will also study this music in its social and cultural context by reading a variety of theoretical texts on the development of genuinely American music as well as a musicians' (auto-)biography.

In preparation for the course, please read Patti Smith's National Book Award-winning memoir *Just Kids* and Esi Edugyan's *Half Blood Blues* **or** Jennifer Egan's *A Visit from the Goon Squad*. Please note: While the theoretical framework for the course will be set by secondary texts provided on Moodle, course participants will get to choose the performers/bands who are studied in the course of the semester.

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

050 723

Re-Writing the Classic:

Percival Everett's *James* and Barbara Kingsolver's *Demon Copperhead*, 3 CP

GABF 04/252

Bieger

Introductory Sessions: Tuesday, April 15, 14-16h; Tuesday, April 22, 14-16h

Block 1: May 23 (Friday) & 24 (Saturday), 10:00-16:00

Block 2: July 4 (Friday) & 5 (Saturday), 10:00-16:00

In recent years, re-writes of classical texts have been among the most popular, critically acclaimed and politically ambitious works of U.S. literature. This course examines this phenomenon based on two of its most prominent examples: Percival Everett's *James* (2024), an international bestseller and winner of the National Book Award and Kikus Price, which reimagines Mark Twain's *The Adventures of Huckleberry Finn* (1884) from the perspective of Huck's travel companion Jim, who seeks to escape his enslavement; and Barbara Kingsolver's *Demon Copperhead* (2022), also an international bestseller and winner of the Pulitzer Prize and Women's Prize for Fiction, which transports the story of orphanage, deprivation and poverty told by Charles Dickens in *David Copperfield* (1848) from mid-19th century London to a present day Appalachia rampaged by the opioid crisis.

The course seeks to understand the striking success of these two recent novels by relating them to the stories which they retell. How do they build on those stories and why are they still relevant more than a century later? What has been changed in re-writing them and why are these changes interesting from a formal or artistic point of view? What makes the re-writes entertaining or even provocative and engaging for today's readers? How much knowledge of the original text is expected from their readers? Who are they written for? What are the re-writes trying to accomplish, both artistically and politically?

In addressing these questions, we not only want to gain a firmer grasp on the success of Everett's and Kingsolver's novels but also develop a critical tool kit for the transhistorical and transcultural analysis of literary texts. An important part of this endeavor is to establish conjointly how we shall proceed: Given our goal to explain the success of the re-writes, does it make more sense to start with the original or the new version of the text? Or have half of the group do one thing and the other half to the other? On what criteria shall our assessment be based? To grant us a maximum of flexibility in our discussion of the material, we will use the first two weeks of class to make a plan and then spend a block of two days with each couple. This structure also has the advantage of granting two extensive reading periods. If you plan accordingly, this shall make it easier to keep up with the reading.

NB: This course is reading intense! I recommend that you purchase all four novels ahead of time and start reading them right away.

Assessment/requirements: *Übung*: regular and prepared attendance, participation in an expert group, submission of expert notes; *Seminar*: regular and prepared attendance, participation in an expert group, term paper (15 pages) or oral exam.

050 740

A Garden Anthology, 3 CP

Blockseminar

GB 02/160 / TU Dortmund

Steinhoff

in collaboration with TU Dortmund

Friday, 11. April, 9:00-17:00 Uhr, RUB (GB 02/160)

Friday, 25. April, 9:00-17:00 Uhr, RUB (GB 02/160 & excursion to the RUB Botanical Garden)

Friday, 9. Mai, 9:00-17:00, TU DO (Student Conference)

The garden, as a place and as a metaphor, has been central to British, postcolonial, and American cultures, from the Eden-like innocence of Columbus's "new world," to the Biblical land of "milk and honey," landscape paintings, ecocritical literature, indigenous and postcolonial garden poetry, down to the "paradises lost", gardening as lifestyle practice to contemporary overtourism. Gardens also happen to be at the center of decolonial and ecocritical discourses that circulate in today's public sphere, which narrate the earth as a fragile garden to be preserved and protected, but also capable of unimaginable destruction. This block seminar, in collaboration with the British Cultural Studies department of the TU Dortmund, will take you on a literary tour through gardens in Anglophone literature and cultures, and on a literal tour of the botanical garden in Bochum. This interdisciplinary class also includes guest lectures and collaborations with Dr. Sibylle Klemm (TU Dortmund American Studies) and her own seminar on American gardens. Students who sign up for this class should be interested in doing their own research on gardens in British, postcolonial, and American media and present their results in form of a small student conference.

Assessment/requirements: *Übung*: active participation, short written assignment, group presentation (15 min.); *Seminar*: the above, plus two short analytical essays.

050 731

Britain and its Muslims, 3 CP

2 st. fr 12-14

GABF 04/413

Berg

Many in the British media and public were obsessed with Muslims at different times. Recent Palestine solidarity, several terrorist attacks over the last decades, the rise of Islamic State in the 2010s, the 'war on terrorism' in the 2000s, riots in the 1990s, the 'Rushdie Affair' in the 1980s have all become diffusely associated with British Islam and the 'Muslim community'. While the more circumspect commentators concede that there is no link between Islam and terrorism and that even *Islamism* is not identical with terrorism, Muslims in Britain are nevertheless frequently accused of their perceived unwillingness to integrate into British society. With 'self-segregation', as the argument sometimes goes, they contribute to a climate in which extremism and terrorism can grow. In this course, we look into the history, living conditions, and cultural practices of British Muslims. We analyse examples of conflicts that received wide publicity in the British media. We discuss some documentary and fictional representations of British Islam and British Muslims. Finally, we try to find an answer to the

question why the presence of Islam is often depicted as a problem within contemporary British society – using tools developed in a variety of academic fields from international relations via research into racism to postcolonial studies.

Assessment/requirements: *Übung*: active participation, presentation of a collective research project; *Seminar*: active participation, (a) presentation of a collective research project and written summary, OR (b) research paper.

050 738

The Intercultural Encounter, 3 CP

2 st. di 10-12

GB 6/131

Viol

Are the English different? And if so, how exactly and why? What for many appears to be a natural observation of, and legitimate reflection on given differences, strikes others as so much stereotyping and problematic generalisation. Just how different does difference have to be to be worth noticing, and to how many people does such perceived difference apply? Are there exceptions, aren't there also a lot of similarities? In this course we shall be looking at how questions like the above seem to invariably inform our intercultural encounters, drawing on a number of theories that have been suggested to make sense of what goes on when people from different countries or cultures meet: from stereotype research and intercultural communication or competence models to conceptualisations of intercultural understanding. Students will engage critically with each of these approaches, reflecting on why and how they have been developed and assessing their potentials and limitations.

Relevant literature will be made available on Moodle.

Assessment/requirements: active participation, short oral presentation of a theoretical text and written report on an intercultural phenomenon (three pages).

050 741

Black Art History, 3 CP

2 st. di 16-18

GABF 04/614

Flamand

As a discipline dedicated to the identification, preservation, and appreciation of artistic masters and masterpieces, art history has often faced accusations of elitism and eurocentrism. Over the last several decades, critics and artists have also charged art history with neglecting the contributions of non-White artists and ignoring traces of Black subjects in historical artworks. The rise to prominence of several prominent Black artists, alongside an increasing commercial interest in "popular" forms such as street art, have unsettled many of the presumptions long embedded in the curatorial practices, modes of critique, and marketplaces which long defined the artworld. Black artists are not only finally receiving acknowledgement

of their talents, but their work is becoming increasingly consolidated into an artistic establishment long defined by attitudes of exclusivity and practices of exclusion. That process of inclusion has not always been a comfortable one.

This course will survey several key moments and figures in the history of Black art. We will think about the relationship of art and art history to processes of racialization, exclusion, and marginalization, as well as consider the ways in which Black artists (and Black art critics) have leveraged creative practices in order to critique these processes and win recognition for their talents. We will consider approaches to art which draw from a variety of disciplinary fields, including the sociology of taste, the politics of culture, the history of media, and Black feminist theory. Rather than merely interpolating Black art into a mainstream history dominated by White Anglo-Americans and Europeans, we will struggle to chart a course which places Black art, Black artists, and Black artistic subjects at the thoroughly destabilized center of our shared cultural heritage.

This course will require substantial and sometimes difficult reading. Although students need not have a background in art history, an interest in art and a willingness to research and learn both in class and independently is expected. Students should arrive to each class session well-prepared and ready to discuss all assigned materials in great detail. Students may also be expected to curate and present a small exhibit on an artist or topic germane to the themes of the course.

Assessment/requirements: reading, listening, note-taking, active participation in small groups and larger discussions, completion of activities/homework, and a curatorial presentation.

Modul Fremdsprachenausbildung

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

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

050 760

Communication MM, 2 CP

Gruppe A: 2 st. do 14-16

GB 6/137

Berg

This course aims at (further) improving your academic communication skills. Starting with reflections on the difference between everyday and academic discourse, we will discuss the characteristics of an academically sound line of argument. Later in the course, you will have the opportunity to practice such argumentation through

- individually preparing a paper and presenting it to others and
- collectively planning and chairing a class discussion, or
- collectively planning and teaching a lesson.

The course offers the chance to experiment with strategies that make it easier for you to speak confidently and present a topic coherently and targeted at your audience.

Assessment/requirements: active participation, oral inputs (see above).

Gruppe B: 2 st. mi 10-12

GABF 04/252

Dow

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

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

Gruppe C: 2 st. fr 14-16

GABF 04/614

Kaul

Classroom Communication

In this course, we will have a closer look at the dynamics of classroom communication. We will analyse several communication models and apply them to typical situations in the EFL

classroom. Topics will include (corrective) feedback, teacher/student talking time, the teacher's use of language, body language, cooperative learning, seating arrangements, discipline issues, classroom management, inclusivity, etc.

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

050 761

Grammar MM, 2 CP

Gruppe A: 2 st. mi 12-14

GABF 04/252

Müller, T.

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

Assessment/requirements: final exam, homework, active participation.

Gruppe B: 2 st. mi 10-12

GABF 04/253

Zucker

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

Assessment/requirements: written exam.

050 762

Translation MM, 2 CP

Gruppe A: 2 st. mo 12-14

GABF 04/252

Dow

Gruppe B: 2 st. di 12-14

GB 6/137

Dow

Translation across a variety of fields and text types will be undertaken. 'General' translation texts will be supplemented by texts from the semi-specialised fields of Literature, Linguistics, Science & Technology, Social Science, and Business (see CIOL exams). In addition, each session will introduce one aspect of the wider theoretical background to Translation Studies.

Assessment will be via three shorter assignments and one longer (exam) assignment.

Modul Fremdsprachendidaktik I: Grundlagen

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

Grundlagen der Leseforschung; kognitive und kulturelle Aspekte fremdsprachlichen Lesens; Textsorten und ihr Potential für Methoden des Lesens und Schreibens; Transformation von Inhalten und Methoden der Literatur- und Kulturwissenschaften in didaktische Konzepte für die Sekundarstufe I und II; Theorien und Methoden der fremdsprachlichen Literaturdidaktik; Lehrwerkforschung und Analyse multimedialer Texte; Kanondiskussion; Lesesozialisation; adressatenspezifische Voraussetzungen und Zielsetzungen für die Vermittlung von Literatur im Unterricht der Sek. I und II, insbes. Theorien und Methoden der fremdsprachlichen Literaturvermittlung unter Einbeziehung des interkulturellen Kontextes; Ausbildung und Überprüfung von Lektürepraktiken und -strategien; curriculare Aspekte des Einsatzes von (nicht-)fiktionalen und multimodalen Texten im fremdsprachlichen Unterricht.
Besondere Lehrformen: Seminarvortrag, -arbeit und -diskussion; Gruppenarbeit; E-Learning-Elemente
Prüfungen: Die Modulprüfung in schriftlicher Form (Klausur; 120 Minuten) überprüft alle in den Teilveranstaltungen des Moduls erworbenen Kompetenzen. Die erfolgreiche Teilnahme an den zwei Veranstaltungen des Moduls ist Voraussetzung für die Teilnahme an der Modulprüfung.
Voraussetzungen für die Vergabe von Kreditpunkten: Erfolgreiche Erbringung der von den VeranstaltungsleiterInnen definierten obligatorischen Studienleistungen (wie z.B. kurze schriftliche Assignments, Präsentationen, Tests); erfolgreiche Modulprüfung.
Stellenwert der Note für die Fachnote: Die Modulnote geht zu 25% in die Fachnote für das Fach Englisch ein.
Modulbeauftragter: Prof. Dr. Markus Ritter

050 810

Grundlagen der Sprachdidaktik, 4 CP

Gruppe A: 2 st. mi 12-14	GB 6/131	Ritter
Gruppe B: 2 st. fr 12-14	GABF 04/613	Kaul
Gruppe C: 2 st. do 10-12	GB 6/131	Flaake

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

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

050 811

Grundlagen der Textdidaktik, 4 CP

Gruppe A: 2 st. do 12-14	GB 6/131	Ritter
Gruppe B: 2 st. di 8.30-10	GB 6/137	Kaul
Gruppe C: 2 st. do 14-16	GB 6/131	Flaake

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

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

Modul Fremdsprachendidaktik II: Praxis und Vertiefung

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

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

Begleitseminare

050 814

Begleitseminar zum Praxissemester, 4 CP

Gruppe A: 2 st. fr 10-12	GB 6/131	Ritter
Gruppe B: 2 st. fr 10-12	GB 6/137	Kaul
Gruppe C: 2 st. fr 10-12	GABF 04/613	Flaake

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

Assessment/requirements: research paper.

Vertiefungsseminare

050 820

Teaching Diversity via Young Adult Literature in the EFL Classroom, 5 CP

2 st. mo 16-18

GABF 04/613

Ellwart

In a time where right-wing politics flourishes and filter bubbles and echo chambers pull students as well as ourselves into an increasingly one-dimensional, mono-perspective view of the world, how can we make minority voices and diversity issues accessible for students? Is the English language classroom even the place for teaching social issues? Don't we have other subjects for that?

In this seminar, links between teaching literature in general as well as young adult literature in particular, teaching culture and teaching diversity are to be explored. We will discuss why and how literature is to be included in ELT, what literary competences are to be fostered and what place young adult literature outside the usual canon can take in all of this. Further, we will elaborate on why teaching foreign languages necessarily implies teaching culture and why diversity is part of it, what cultural learning means and how it can be approached, what form interdisciplinary global and social education takes in the ELT classroom and what competences are central to teaching culture and therefore diversity.

Together, let's work on designing educational settings that bring more diversity into ELT classrooms, that use literature's power to make readers broaden or even change their perspective on the world and that foster real meaningful interaction that has an effect on students' perception of the real world outside the classroom.

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

050 821Projects for the English Language Classroom – Theory and Practice, 5 CP

2 st. di 14-16

GB 6/131

Ritter

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

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

050 822Songs and Films in English Language Teaching, 5 CP

Blockseminar

GABF 04/613

Ritter

01.09.-04.09.2025, je 10-16.30

Why might teaching songs and film in secondary schools be a good option for a modern language classroom? How does teaching songs and film differ from written texts? How do you prepare a session that is based on songs and film? This course will address these questions and will develop various approaches to teaching songs and films in secondary schools considering both intermediate and advanced language learners.

All the models of teaching that will be covered in this course are firmly tied to the current syllabus of NRW. Furthermore, AI tools for lesson planning and material creation will play a central role in this seminar.

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