Intermediate and Advanced Linguistics TECH (LingF4/LingA1/LingA2)

**LingF4**

**Cultural Linguistics**

Seminar, SWS: 2, Max. Teilnehmer: 40
Schulze, Rainer

**Mo wöchentl. 10:00 - 12:00**

**Kommentar**

This seminar will approach this newly developed field of Cultural Linguistics, a multidisciplinary area of research that explores the relationship between language and cultural conceptualisations. The seminar is intended to outline the theoretical and analytical framework of Cultural Linguistics, elaborating on its key theoretical/analytical notions of cultural cognition, cultural schema, cultural category, and cultural metaphor. In addition, we will bring to light a wide array of cultural conceptualisations drawn from many different languages and language varieties. The seminar will reveal how the analytical tools of Cultural Linguistics can produce in-depth and insightful investigations into the cultural grounding of language in several domains and subdisciplines, including embodiment, emotion, religion, World Englishes, pragmatics, intercultural communication, Teaching English as an International Language (TEIL), and political discourse analysis. By presenting a comprehensive survey of recent research in Cultural Linguistics, this seminar will demonstrate the relevance of the cultural conceptualisations encoded in language to all aspects of human life, from the very conceptualisations of life and death, to conceptualisations of emotion, body, humour, religion, gender, kinship, ageing, marriage, and politics.

The seminar will also offer practical advice and guidance to German-speaking undergraduates who aspire to write their term paper in English.

**Bemerkung**

Registration – Stud.IP 1.3.-31.3.2018 / Prerequisites – LingF1-LingF2 / Size restriction – 40 / Gasthörende – ja / Further information – rainer.schulze@engsem.~

**Literatur**


A reader will be made available at the beginning of the semester.

**Language and Gender**

Seminar, SWS: 2, Max. Teilnehmer: 30
Paland, Meike

**Do wöchentl. 14:00 - 16:00**

**Kommentar**

This course will investigate sociolinguistic variation with an emphasis on gender-differentiated language use. We will tackle questions as the following: to what extent do the speech patterns of men and women differ, i.e. are there qualitative and quantitative differences in the lexicon, phonology and/or morpho-syntax of men’s and women’s language use? And, talking about quantity, who talks more? Do that Little Miss Chatterbox and Mr. Tight-Lipped really exist or are they just stereotypical representations of women and men? Who sets the tone in linguistic change, men or women? And how do we detect and deal with linguistic sexism? In order to answer these questions, we...
Masterstudiengang Lehramt an berufsbildenden Schulen - Fach Englisch

will look at several studies from the field of gendered variation and will, if time permits, conduct our own linguistic studies tracing the speech patterns of men and women in linguistic corpora.

**Bemerkung**

Registration – Stud.IP 1.3.-31.3.2018 / Prerequisites – LingF1-LingF2 / Size restriction – 30 / Gasthörer – nein / Further information – meike.paland@engsem.

**Literatur**


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**Text Comprehension and Text Production**

Seminar, SWS: 2, Max. Teilnehmer: 25  
Hohaus, Pascal

Mo wöchentl. 12:00 - 14:00 09.04.2018 - 21.07.2018 1502 - 709

Kommentar

This seminar will introduce you to the analysis of text comprehension and text production. We will discuss the two most central notions in textual analysis ‘cohesion’ and ‘coherence’ and will then turn to the classification of texts in terms of text type, register and genre. To illustrate the concepts, we will investigate a wide range of written texts (e.g. newspaper articles or novels) and spoken texts (e.g. political speeches or everyday conversation). We will also be concerned with internet language (e.g. cyber-slang or hyper-texts). If time permits, the normative and pedagogical concept of ‘textual competencies’ will be discussed.

**Bemerkung**

LingF4


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**LingA1**

Deutsch und Englisch im Vergleich und im Kontrast – English and German in Comparison and Contrast

Seminar, SWS: 2  
Diewald, Gabriele | Schulze, Rainer

Di wöchentl. 10:00 - 12:00 10.04.2018 - 21.07.2018 1502 - 003

Kommentar

This advanced seminar aims to give an overview of the most important structural differences between English and German. It will reconsider some issues already discussed in earlier introductory classes (e.g. *Introduction to Linguistics*), albeit from
a decidedly different point of view. We will explore how the basic structural differences between English and German are related to each other. The focus of this seminar will therefore be on clusters or bundles of contrast, each of which can be derived from a fundamental structural difference between the two languages. The overarching objective, then, will be to show how it is possible to bring order to the large variety of superficially unrelated contrasts between English and German which, after all, are two otherwise closely related languages. Thus, we will take a bird’s-eye view of the two languages: the task will be to work out their most essential characteristics and trace back our findings concerning what they have and have not in common to general tendencies among the world’s languages. One crucial insight is going to be that many of the differences between English and German are not restricted to these two languages, but represent more general contrasts between languages which – like English and German – represent different language types. Along these lines, we will have to restrict ourselves to a few select phonetic and phonological, morphological, grammatical, syntactic, pragmatic and/or semantic issues: agreement, analytic, blending of constructions, case system, (pseudo-) cleft, final devoicing, focus particle, fused constructions, gerund, grammatical relation, grammaticalisation, interference types (substitution, over-/underspecification, over-/underrepresentation), loose-fit language, markedness, modal particle, passive construction, predicate-argument structure, preposition stranding, raising construction, semantic roles of subjects and objects, synthetic, theme and rheme, tight-fit language, transfer, transitive construction, transparency, verb-phrase contrasts, word order, and word stress.

Bemerkung
Teilnehmerzahl 30

Literatur
e – recommended reading:
An additional reader will be made available at the beginning of the semester.

Lexis & Morphology

Seminar, SWS: 2, Max. Teilnehmer: 40
Schulze, Rainer

Di wöchentl. 16:00 - 18:00 10.04.2018 - 21.07.2018

Kommentar
Serving as a basic introduction to the field of English lexis and morphology, this advanced seminar will also try to advance the state-of-the-art in this field in a number of respects. The seminar will take the participants through the basic notions in English lexis and morphology and will discuss problematic areas and definitorial questions. Most contributions will be approached systematically from different angles focusing principally on structural, cognitive and sociopragmatic aspects of the field. In this way, new perspectives will be opened particularly on the development and establishment of (new) complex words, on the cognitive functions of linguistic building blocks and patterns thus established. Students of English linguistics will be able to use this seminar not only as an introduction but also as a springboard for a lot of ‘careers’, i.e. preparing exams, term papers and/or final theses.

Bemerkung
LingA1, M9
Reader - copy shop Stork (Körnerstraße) / Registration – Stud.IP 1.3.-31.3.2018 / Prerequisites – LingF1-LingF2-(LingF3)-LingF4 / Size restriction – 40 / Gasthörende – ja / Further Information - rainer.schulze@engsem.~
Prerequisites for SL certificate: annotated bibliography (7-8 pages) or book review (7-8 pages) or topic reflection (6-7 pages)
Prerequisites for PL certificate FüBA/MEd: term paper (at least 5000 words)
Prerequisites for PL certificate DEL: term paper (15-20 pages)

LingA2
Learner Corpus Research

Sommer 2018
### LinguA-Seminar

**Seminar, SWS: 2**  
**Altendorf, Ulrike**

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<td>Mi wöchentl.</td>
<td>10:00 - 12:00</td>
<td>11.04.2018 - 21.07.2018</td>
<td>1502 - 608</td>
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**Kommentar**  
This course will explore issues related to the process of second language learning and teaching. It will convey insights into the interlanguage of second language learners, in particular insights gained from studies based on learner corpora (LCR). They will be supplemented by relevant concepts proposed by Second Language Acquisition, in particular IP (Input Processing) and PI (Processing Instruction), as well as by teaching methodology, e.g. the acquisition-oriented method by von Ziegeßer.

**Bemerkung**  
LingA2, M8, M9

**Literatur**  
Literature – Required Reading – Texts will be available in class.

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### Sociolinguistic Typology

**Seminar, SWS: 2**  
**Altendorf, Ulrike**

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**Kommentar**  
This course will present Peter Trudgill's theories of language and dialect contact as well as a selection of socio-historical case studies from England, the US and New Zealand, to which the theories will be applied. In addition, we will look at research on *Multicultural London English*, an emerging contact variety in the Greater London conurbation. This course requires a solid knowledge of phonetics and phonology.

**Bemerkung**  
LingA2, M5, M9

**Literatur**  
Advanced Methodology of Teaching English as a Foreign Language mit Schulpraktikum (DidA/DidPA)

DidA

Reflective Practice and Classroom Analysis

Seminar, SWS: 2
von Bremen, Friederike

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Kommentar

The analysis of learning and teaching processes in the classroom is an essential part of teacher training as well as of professional competence. To improve their teaching skills, enforce professional and personal growth and stay healthy in their professional environment, teachers need a skill set to analyse, reflect on and appreciate teaching processes. In this class we will look at different concepts of classroom analysis and analyse videos of English classes, e.g. teaching grammar, teaching literature, conversation techniques etc.

This seminar is a combination of three class sessions and assigned online courses in ILIAS that have to be worked through individually. Students who want to acquire a “Prüfungsleistung” need to be willing to have themselves filmed in a teaching setting.

Bemerkung

Registration – Stud.IP 01.03. – 31.03.2018 / Size Restriction – 30 / Prerequisites – DidF / Further Information – friederike.von.bremen@engsem.~

Literatur

See course page on Stud.IP.

Second Language Acquisition with a Focus on Speaking

Seminar, SWS: 2, Max. Teilnehmer: 30
Fellmann, Gabriela

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Kommentar

Being able to speak a language fluently is an important part of foreign language education and needs more attention by language teachers. This seminar aims at exploring and synthesizing insights from second language acquisition research studies with a focus on speaking. Participants will be encouraged to reflect upon their own second language learning processes and to discuss issues, problems, and possibilities of methods and approaches to teaching speaking.

On the basis of our insights from SLA research we will analyze material that is used in the English Language Classroom. We will also design our own teaching materials and learning tasks.

Be prepared to plan and teach a lesson at my school with the material you developed. All relevant material will be uploaded on Stud.IP during the semester.

Prerequisites for certificate: reading assignments, regular attendance and active participation, further assignments specified in the seminar.

Bemerkung

Registration – StudIP 01.03.-31.03.2018 / Size restriction – 30 / Prerequisites – DidA / Further Information – gabriela.fellmann@engsem.~

Literatur


## TBLL in the EFL Classroom: From Tasks to Projects

**Seminar, SWS: 2, Max. Teilnehmer: 20**  
Fuchs, Stefanie

**Mo wöchentl. 14:00 - 16:00 09.04.2018 - 21.07.2018 1502 - 615**

| Kommentar | In this seminar, we work with two experiential approaches - communicative language teaching (CLT) and task-based language learning/teaching (TBLL/TBLT). We will focus on teacher and learner roles, task types, designing tasks, taking care of the learning atmosphere, dealing with errors, lesson planning (writing lesson notes, micro- teaching, observation, evaluation), unit planning (project work). The seminar includes a range of topics such as teaching literature (short stories, poems, songs), and other texts, using pictures, role plays, and using coursebooks (covering, selecting, altering). According to the TBLL/TBLT approach, a task is a piece of classroom work which helps students communicate in a meaningful, natural and creative way and achieve an outcome as a result of using the foreign language (Legutke 2006). All skills mentioned in the KC for Sek I and Sek II will be addressed. Prerequisites for certificate: reading assignments, regular attendance and active participation, microteaching tasks (students will work in pairs or groups, design a plan for an activity, teach it to course students and receive feedback) (SL); compiling a written report – possible topics specified in the seminar (5000 words) (PL). |

| Bemerkung | DidA |

| Literatur | See course page on StudIP and Reader (information will be given a.s.a.p.) |

## Using Different Media in the EFL Classroom

**Seminar, SWS: 2, Max. Teilnehmer: 40**  
Fuchs, Stefanie

**Mi wöchentl. 10:00 - 12:00 11.04.2018 - 21.07.2018 1502 - 615**

| Kommentar | Media play a major role in the EFL classroom, as they not only improve learners’ motivation and autonomy, but also help them to acquire language skills and competence. This course will introduce and discuss different media and explore how these can be used effectively in the EFL classroom. Participants will be asked to work on projects in groups or individually. After exploring the theoretical aspects (e.g. the pros and cons about different media, the integration of online-media) as well as reflecting on own media use and competence, the aim is to design micro-teaching units / lesson plans (including materials for the future target student population(s)). Prerequisites for certificate: reading assignments, regular attendance and active participation, presentation of a micro-teaching unit using different media (SL); compiling a written portfolio report (5000 words) including own teaching unit, pros and cons of different media in use, results of seminar discussions (PL). |

| Bemerkung | DidA |

Further Reading: See course page on StudIP.

### DidFP

**Fachpraktikum Englisch (August/September/Oktober)**

<table>
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<th>Fachpraktikum</th>
<th>Fuchs, Stefanie</th>
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**Kommentar**


Die Teilnahme an den jeweiligen Schulen ist limitiert.

5 Plätze an der KGS Sehnde
3 Plätze an der Leonore-Goldschmidt-Schule (IGS Mühlenberg)
3 Plätze an der KGS Ronnenberg

Die Plätze werden nach der Sichtung Ihrer Bewerbungsunterlagen via E-Mail vergeben.

Die Anmeldung ist nach Zusage dann verbindlich.

**Bemerkung**

DidFP

*Registration* – StudIP 01.03.-31.03.2018 / *Prerequisites* – DidPA / *Further Information* – stefanie.fuchs@engsem.

**Literatur**


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### DidPA

**Planung & Analyse von Englischunterricht**

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<td>Lemke, Andreas</td>
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**Bemerkung**

DidPA

Sommer 2018
Planung & Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 25
Bierwirth, Annika

Fr wöchentl. 12:00 - 14:00 13.04.2018 - 21.07.2018 1502 - 703

Kommentar

Bemerkung

Intermediate American Literature and Culture (AmerF2/AmerF3)

AmerF2

AmerF3
American Drama

Seminar, SWS: 2, Max. Teilnehmer: 35
Soller, Bettina

Do wöchentl. 14:00 - 16:00 12.04.2018 - 21.07.2018 1502 - 609

Kommentar
In this class we will investigate American drama through select examples, moving from the alleged birth of professional American theater, marked by Lewis Hallam’s arrival with his company in colonial Williamsburg in 1752, to today’s big Broadway successes like Hamilton. Students will acquire knowledge about major trends and smaller, yet important movements like the contribution of El Teatro Campesino, or the Farmworkers’ Theater, to the Civil Rights movement in the 1960s. We will incorporate theoretical texts and students will learn the methods and terminology related to the study of drama as a literary genre, which will allow students to analyze and write critically about American drama. We will read selected works through the backdrop of their historical context and production environments.

If possible, screenings of recordings of theater production in the US will be made available. Throughout the semester, the class will try to attend productions of American plays in Hannover or the neighboring cities or attend guest performances by American companies.

Bemerkung

AmerF3

Registration: via StudIP from 1.3. - 31.3. / Prerequisites – AmerBritF1 / Further Information – bettina.soller@engsem.~

Literatur
Literature will be announced on StudIP as the semester approaches.

American Renaissance

Sommer 2018
Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth

Mo wöchentl. 12:00 - 14:00 09.04.2018 - 21.07.2018 1502 - 609
Kommentar

In the first half of the nineteenth century, as the young Republic was coming into its own, philosophical and literary texts recounted and enacted the national 'project' of the United States from various perspectives, often reviewing the American past in order to get a grip on the American future. In retrospect, the period was called 'The American Renaissance' – and we will see that the term does make sense in view of the many new beginnings and revisionary approaches of the time. We shall look into the philosophical and political writing of the period (from Ralph Waldo Emerson's *Nature* to Henry David Thoreau's "Resistance to Civil Government," Margaret Fuller's *Woman* and Frederick Douglass "What to the Slave is the Fourth of July?")

In addition to viewing and studying the films themselves, we will consider their contexts of production and distribution, that is, we will read about the emergence and transformations of cinema as an institution as well as about contemporaneous audiences. The course reading as well as short films will be made available on StudIP in the beginning of the semester. Check StudIP for updates and additional information as the semester approaches.

Bemerkung

AmerF3

Registration – Stud.IP 1.3. - 31.3. / Prerequisites – AmerF2 / Further Information – ruth.mayer@engsem.

Maximale Teilnehmer*Innenzahl: 35

Seminar, SWS: 2, Max. Teilnehmer: 35
Brasch, Ilka

Di wöchentl. 10:00 - 12:00 10.04.2018 - 21.07.2018 1502 - 609
Kommentar

This class will be concerned with American cinema before the introduction of sound film in the early 1920s. We will study the beginnings of moving pictures in the late nineteenth century and engage with the multiple filmic forms of the 1910s and 1920s – including one- and two-reel shorts, film serials, slapstick comedy, and feature films. This period in American film covers the development of film from being a technical attraction to the adoption of the 'classical style' of editing and cinematography. During these decades, the American film industry moved from the East coast to Hollywood, the star system consolidated, and many of today's film studios were founded. Therefore, in addition to viewing and studying the films themselves, we will consider their contexts of production and distribution, that is, we will read about the emergence and transformations of cinema as an institution as well as about contemporaneous audiences. The course reading as well as short films will be made available on StudIP in the beginning of the semester. Please note that during the second half of the semester, two to three film screenings will be offered to accompany our study of feature films.

Bemerkung

AmerF3

Registration – Stud.IP 1.3. - 31.3. / Prerequisites – AmerBritF1 / Further Information – ilka.brasch@engsem.

Maximale Teilnehmer*Innenzahl: 35

Seminar, SWS: 2, Max. Teilnehmer: 35
Fagan, Abigail

Mi wöchentl. 12:00 - 14:00 11.04.2018 - 21.07.2018 1502 - 703
Kommentar

As Black Studies continues to teach us, the history of the United States is profoundly entangled with enslavement. While the slave narrative is by no means unique to the United States, narratives of slavery have much to do with the way that America is imagined as a nation and as a metaphor for success: escaping slavery to become
a public intellectual is perhaps the most extreme version of the American Dream as we know it. And yet, the United States itself has by no means escaped the legacy of slavery, which continues to haunt, hold, or be mechanically reproduced by the nation. In this course, we consider the genre and adaptations of the book-length slave narrative. We begin with some of its major enactors in the nineteenth century, such as Frederick Douglass and Harriet Jacobs, and conclude with two of the most successful and narrative-changing novels on enslavement in recent decades, Toni Morrison’s 1987 *Beloved* and Colson Whitehead’s 2016 *The Underground Railroad*. Throughout this course we will consider these texts in terms of genre, sociological and historical context, and the metaphors they produce in order to change a centuries-long narrative of racialized power relations.

**Bemerkung**

AmerF3

*Registration – Stud.IP 1.3. - 31.3. / Prerequisites – AmerBritF1 / Further Information – abigail.fagan@engsem.*

Max. Teilnehmerzahl: 35

**Literatur**


**Narratives of Immigration**

Seminar, SWS: 2, Max. Teilnehmer: 35

Mayer, Ruth

**Di wöchentl.** 12:00 - 14:00 17.04.2018 - 21.07.2018 1502 - 609

**Kommentar**

In this class we will look at the ways in which experiences and narratives of immigration impacted US-American culture throughout the twentieth and twenty-first centuries. We will start by focusing on the second great wave of immigration to the United States at the beginning of last century, looking at a range of texts that record and represent immigration from all sorts of cultural vantage points. We will be concerned with the effect of these narratives on genre formation, most notably on the long-standing genres of the Bildungsroman and the autobiography. We will then move through the twentieth century, and take into consideration the changes brought about once film and the graphic novel took over the subject matter, ending with very recent narrative enactments of immigration and its histories. The course reading will be announced on StudIP as the semester approaches, and additional course material will be made available there at the beginning of the course. Please check StudIP for updates and additional information as the semester approaches.

**Bemerkung**

AmerF3

*Registration – Stud.IP 1.3. - 31.3. / Prerequisites – none / Further Information – ruth.mayer@engsem.*

Maximale Teilnehmer*Innenzahl: 35

**Intermediate British Literature and Culture (BritF2/BritF3)**

**BritF2**

Tutorial to "Survey of British Literatures and Cultures"

**Tutorium, SWS: 2**

Kiermeier, Moritz

**Mo wöchentl.** 14:00 - 16:00 23.04.2018 - 21.07.2018 1502 - 703

**Kommentar**

The aim of this tutorial is threefold: 1) to discuss all questions that might have come up in the weekly lecture, 2) to work on exercises recapitulating and supplementing the lecture content and 3) to aid students' preparation for the final exam. Participation is not a prerequisite for taking the final exam, but is strongly recommended.
Bemerkung
Literatur
Registration - Stud.IP 1.3.-30.3.2018 / Prerequisites - none
Recommended Reading:

**BritF3**

**Masterarbeit**

*Doktorandenkolloquium (Anglistik / Hispanistik)*

<table>
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<th>Blell, Gabriele</th>
<th>Rössler, Andrea</th>
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<td><strong>wöchentl.</strong></td>
<td><strong>Zeit und Raum nach Einladung.</strong></td>
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<td><strong>Bemerkung zur Gruppe</strong></td>
<td>Das Doktorandenkolloquium findet statt in Zusammenarbeit mit der Didaktik des Spanischen (Prof. Dr. Andrea Rössler). Es findet auf Einladung im Block statt.</td>
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<td><em>Further Information</em> – gabriele.blell@engsem.~ / <a href="mailto:roessler@romanistik.phil">roessler@romanistik.phil</a>.~</td>
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**Kolloquium Englische Sprachwissenschaft**

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<tr>
<td><strong>Kommentar</strong></td>
<td>Once the research is over, the question of how to write each chapter of a thesis or dissertation remains. This seminar will introduce first-time thesis-writers to the process of writing up (non-) empirical research. To help students understand what content and structure are appropriate for the different parts of a thesis, we will present a range of options, illustrating them with analyses of and commentary on sections from our own research or from real Bachelor or Masters Theses in English linguistics. We will especially focus on the major problems encountered by Germans writing in English. These problems will include overall text organisation, academic text conventions (style sheet!), sentence construction, idiomatic phrasing, argumentation and style, and, not to forget: proper oral presentation. We will also address major prerequisites for doing research, i.e. choosing an area, getting organised, using resources, doing theory-only projects, setting up data-based research, avoiding plagiarism, etc.</td>
</tr>
<tr>
<td><strong>Bemerkung</strong></td>
<td>Students will be given ample chance to present their own preliminary findings…</td>
</tr>
<tr>
<td><strong>Registration</strong></td>
<td>– Stud.IP 1.3.-31.3.2018 / <strong>Prerequisites</strong> – LingF1-LingF4 / <strong>Size restriction</strong> – none / Gasthörer: nein / <strong>Further information</strong> –rainer.schulze@engsem.~</td>
</tr>
</tbody>
</table>

**Kolloquium zum Studienabschluss in der Didaktik (FüBA & MEd.)**

<table>
<thead>
<tr>
<th>Kolloquium, SWS: 2, Max. Teilnehmer: 15</th>
<th>Fuchs, Stefanie</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Di</strong> wöchentl. 16:00 - 18:00 17.04.2018 - 18.07.2018 1502 - 709</td>
<td></td>
</tr>
<tr>
<td><strong>Kommentar</strong></td>
<td>Das Examensseminar ist geeignet für alle Studierenden, die nach Absprache eine schriftliche Abschlussarbeit in der Didaktik des Englischen verfassen (Bachelor oder Master). Die Arbeiten werden konzeptionell beraten und begleitet. Es werden empirische Forschungsmethoden aufgezeigt und diskutiert.</td>
</tr>
<tr>
<td><strong>Registration</strong></td>
<td>– StudIP 1.3.-31.3.2018 / <strong>Size restriction</strong> – 15 / <strong>Prerequisites</strong> – None / <strong>Further information</strong> – stefanie.fuchs@engsem.~</td>
</tr>
</tbody>
</table>

**Literatur**

See course page on StudIP.