

Vorlesungsverzeichnis

Master of Education - Englisch Sekundarstufe II
Prüfungsversion Wintersemester 2020/21

Sommersemester 2025

Inhaltsverzeichnis

Abkürzungsverzeichnis	4
Sekundarstufe I.....	5
ANG_MA_009 - Vertiefungsmodul Sprachausbildung	5
112447 SU - Academic Essay Writing	5
112448 U - Translation German-English	5
113598 U - Academic Writing with a Focus on Argument	6
ANG_MA_023 - Fachwissenschaftliches Vertiefungsmodul	6
112451 S - Slave Revolts in US American Literature and Film	6
112452 S - Anarchy	6
112485 S - John Berger	6
112488 S - Oceanian Literatures	7
112491 S - The Ethics of Illness Writing: Representations of the End of Life in Anglophone Literatures	7
112493 S - Fictions of Time Travel	8
112617 S - Narrating Feminist and Queer Archives	8
112618 S - China, India, and Africa: Literatures of the Indian Ocean	8
112619 S - Disability, Gender, and Sexuality	9
112620 S - The Literatures of the Arab Spring: From Egypt to Libya	9
112621 S - Collecting, Ordering, Governing	9
112658 S - Funny Concepts: Theories on Humour, Laughter, Comedy	10
112660 S - Cultures of Work and Economic Subjects	10
112669 S - Post-identity sensibilities in contemporary media	10
112683 S - Assessing Interactional Competence	10
112748 S - Prosody in Interaction	12
112756 S - Investigating Interaction - M(S)K1	12
112929 S - Topics in World Englishes	13
112933 S - Forensic Linguistics	14
113794 B - Unnatural Histories	14
114572 BL - Just Looking — Visual Cultures in Contemporary India	14
ANG_MA_024 - Vertiefungsmodul Fachdidaktik in den Sekundarstufen I und II	14
113139 S - Content and Language Integrated Learning	15
113293 S - Inclusive English Language Teaching	15
113567 S - Reading literature in the EFL classroom: from picture books to young adult novels	15
113570 S - Literary Texts and Cultural Learning in ELE	16
113571 S - AI in English Language Education	16
113656 S - Teaching and Assessing Speaking Skills	16
Sekundarstufe II.....	17
ANG_MA_009 - Vertiefungsmodul Sprachausbildung	17
112447 SU - Academic Essay Writing	17
112448 U - Translation German-English	17
113598 U - Academic Writing with a Focus on Argument	18

ANG_MA_012 - Vertiefungsmodul Linguistik	18
112683 S - Assessing Interactional Competence	18
112748 S - Prosody in Interaction	20
112754 S - Little words that matter: particles in interaction (M(S)K 2/3)	20
112756 S - Investigating Interaction - M(S)K1	21
112929 S - Topics in World Englishes	22
112933 S - Forensic Linguistics	22
112934 S - Cultural cognition in the wild - a Hong Kong case study	22
112936 S - Cultural models: Application	22
ANG_MA_024 - Vertiefungsmodul Fachdidaktik in den Sekundarstufen I und II	22
113139 S - Content and Language Integrated Learning	22
113293 S - Inclusive English Language Teaching	23
113567 S - Reading literature in the EFL classroom: from picture books to young adult novels	23
113570 S - Literary Texts and Cultural Learning in ELE	24
113571 S - AI in English Language Education	24
113656 S - Teaching and Assessing Speaking Skills	24
ANG_MA_025 - Vertiefungsmodul Literatur-/Kulturwissenschaft	25
112451 S - Slave Revolts in US American Literature and Film	25
112452 S - Anarchy	25
112485 S - John Berger	25
112488 S - Oceanian Literatures	26
112491 S - The Ethics of Illness Writing: Representations of the End of Life in Anglophone Literatures	26
112493 S - Fictions of Time Travel	27
112617 S - Narrating Feminist and Queer Archives	27
112618 S - China, India, and Africa: Literatures of the Indian Ocean	27
112619 S - Disability, Gender, and Sexuality	28
112620 S - The Literatures of the Arab Spring: From Egypt to Libya	28
112621 S - Collecting, Ordering, Governing	28
112658 S - Funny Concepts: Theories on Humour, Laughter, Comedy	29
112660 S - Cultures of Work and Economic Subjects	29
112669 S - Post-identity sensibilities in contemporary media	29
113794 B - Unnatural Histories	30
114572 BL - Just Looking — Visual Cultures in Contemporary India	30
Glossar	31

Abkürzungsverzeichnis

Veranstaltungsarten

AG	Arbeitsgruppe
B	Blockveranstaltung
BL	Blockseminar
DF	diverse Formen
EX	Exkursion
FP	Forschungspraktikum
FS	Forschungsseminar
FU	Fortgeschrittenenübung
GK	Grundkurs
HS	Hauptseminar
KL	Kolloquium
KU	Kurs
LK	Lektürekurs
LP	Lehrforschungsprojekt
OS	Oberseminar
P	Projektseminar
PJ	Projekt
PR	Praktikum
PS	Proseminar
PU	Praktische Übung
RE	Repetitorium
RV	Ringvorlesung
S	Seminar
S1	Seminar/Praktikum
S2	Seminar/Projekt
S3	Schulpraktische Studien
S4	Schulpraktische Übungen
SK	Seminar/Kolloquium
SU	Seminar/Übung
TU	Tutorium
U	Übung
UN	Unterricht
UP	Praktikum/Übung
UT	Übung / Tutorium
V	Vorlesung
V5	Vorlesung/Projekt
VP	Vorlesung/Praktikum
VS	Vorlesung/Seminar
VU	Vorlesung/Übung
W	Werkstatt
WS	Workshop

BlockSaSo Block (inkl. Sa,So)

Andere

N.N.	Noch keine Angaben
n.V.	Nach Vereinbarung
LP	Leistungspunkte
SWS	Semesterwochenstunden
	Belegung über PULS
	Prüfungsleistung
	Prüfungsnebenleistung
	Studienleistung
	sonstige Leistungserfassung

Veranstaltungsrhythmen

wöch.	wöchentlich
14t.	14-täglich
Einzel	Einzeltermin
Block	Block
BlockSa	Block (inkl. Sa)

Vorlesungsverzeichnis

Sekundarstufe I

ANG_MA_009 - Vertiefungsmodul Sprachausbildung

112447 SU - Academic Essay Writing

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	SU	Mi	12:00 - 14:00	wöch.	1.19.0.31	09.04.2025	Dr. Anke Bartels

Kommentar

The course is designed to strengthen your academic writing in English. To this end we will deal with the components of essay writing: the design of the introductory, main body, and concluding paragraphs as well as the conventions of MLA 9. Naturally we hope the course will also deepen your English. At advanced levels, language can only be deepened by using it to do challenging tasks - and few tasks are more challenging than writing good argument.

The number of participants in this course is limited to 20 students.

Literatur

Course material will be provided on Moodle.

Leistungsnachweis

1 essay (2000 words)

Leistungen in Bezug auf das Modul

PL 262512 - Schriftlicher Ausdruck (Academic Writing) (benotet)

112448 U - Translation German-English

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	SU	Mo	14:00 - 16:00	wöch.	1.19.0.31	07.04.2025	Gary Wayne Lovan
2	SU	Di	12:00 - 14:00	wöch.	1.19.1.16	08.04.2025	Gary Wayne Lovan
3	SU	Do	12:00 - 14:00	wöch.	1.19.1.22	10.04.2025	Dr. Anke Bartels
4	SU	Fr	12:00 - 14:00	wöch.	1.19.1.22	11.04.2025	Gary Wayne Lovan

Kommentar

Improving your expression in and knowledge of English through intensive comparison and contrast with German: that is the main purpose of this course. Translation is a powerful tool for improving your proficiency because it uses your native language - your semantic bedrock that all your explorations in the second language build up from. Alan Duff: 'Translation develops three qualities essential to all language learning: flexibility, accuracy, and clarity. It trains the learner to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity).' You learn to think from words and structures to meanings - translation sensitizes you to the nuances of style and meaning better than anything other language learning activity. By contrasting the meanings of words and syntax, you can move away from literal (whatever that means!) translations to meaning (whatever that is!).

The number of participants in this course is limited to 20 students.

Literatur

Course material will be provided on Moodle.

Leistungsnachweis	
5 Translations (4000 words)	
Leistungen in Bezug auf das Modul	
PNL	262511 - Übersetzung (unbenotet)

113598 U - Academic Writing with a Focus on Argument							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	SU	Mo	10:00 - 12:00	wöch.	1.19.0.31	07.04.2025	Gary Wayne Lovan
2	SU	Di	14:00 - 16:00	wöch.	1.19.1.16	08.04.2025	Gary Wayne Lovan
3	SU	Fr	10:00 - 12:00	wöch.	1.19.1.22	11.04.2025	Gary Wayne Lovan
Leistungen in Bezug auf das Modul							
PL	262512 - Schriftlicher Ausdruck (Academic Writing) (benotet)						

ANG_MA_023 - Fachwissenschaftliches Vertiefungsmodul

112451 S - Slave Revolts in US American Literature and Film							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Do	16:00 - 18:00	wöch.	1.09.1.15	10.04.2025	Dr. phil. Verena Adamik
Leistungsnachweis							
Essay							
Leistungen in Bezug auf das Modul							
PNL	263821 - Literaturwissenschaft (unbenotet)						
PNL	263822 - Kulturwissenschaft (unbenotet)						

112452 S - Anarchy							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Fr	12:00 - 14:00	wöch.	1.19.1.16	11.04.2025	Dr. phil. Verena Adamik
Leistungsnachweis							
Essay							
Leistungen in Bezug auf das Modul							
PNL	263821 - Literaturwissenschaft (unbenotet)						
PNL	263822 - Kulturwissenschaft (unbenotet)						

112485 S - John Berger							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mi	12:00 - 14:00	wöch.	1.19.1.16	09.04.2025	Prof. Dr. Dirk Wiemann

Kommentar

John Berger (1926-2017) was one of the most innovative and influential but also one of the most eccentric and controversial figures on the British literary and cultural scene of the second half of the 20th century and beyond. All at once an experimental novelist, a feminist art critic, a radical essayist, a documentary film maker, an elegiac poet, a strident political commentator and activist, a late modernist painter and non-doctrinaire Marxist "cultural visionary" (Ali Smith), Berger has left behind a body of work that defies easy categorisation. In our seminar we will read and discuss some of Berger's most important texts across a range of literary and intermedial formats. Our corpus will include Berger's arguably most ambitious novel, *G: A Novel* (1972); extensive extracts from the story/poetry/essay collection *Pig Earth* (1982); a photo essay (*A Seventh Man* [1974]), and selected chapters from a TV documentary script (*Ways of Seeing* [1972]).

Dirk Wiemann will host a three-days international conference on "John Berger and the Poetics and Politics of Collaboration" from June 11 to 13 (that is, during the Whitsun reading week). Participants of this course are expected to contribute to this event by preparing posters to be presented at the conference. Details will be discussed in the course of the first in-class meeting.

This class has a considerable workload of reading assignments. Students are expected to read all course texts for the respective sessions.

Literatur

Please obtain the following books before the semester:

John Berger: *G.: A Novel*

Pig Earth

A Seventh Man

Additional material will be made available on Moodle.

Leistungsnachweis

3 CPs for a short poster presentation on Thursday June 12, including a short feedback reflection in written form to be submitted by the end of the semester.

Leistungen in Bezug auf das Modul

PNL 263821 - Literaturwissenschaft (unbenotet)

PNL 263822 - Kulturwissenschaft (unbenotet)

112488 S - Oceanian Literatures

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mi	12:00 - 14:00	wöch.	1.19.1.22	09.04.2025	Prof. Dr. Lars Eckstein

Leistungsnachweis

short essay(s) (1500 words)

Leistungen in Bezug auf das Modul

PNL 263821 - Literaturwissenschaft (unbenotet)

PNL 263822 - Kulturwissenschaft (unbenotet)

112491 S - The Ethics of Illness Writing: Representations of the End of Life in Anglophone Literatures

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Di	14:00 - 18:00	14t.	1.19.0.13	15.04.2025	PD Dr. Heike Hartung

Leistungen in Bezug auf das Modul

PNL 263821 - Literaturwissenschaft (unbenotet)

PNL 263822 - Kulturwissenschaft (unbenotet)

112493 S - Fictions of Time Travel							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Do	10:00 - 12:00	wöch.	1.19.1.22	10.04.2025	Prof. Dr. Nicole Waller
Leistungsnachweis							
short paper							
Leistungen in Bezug auf das Modul							
PNL 263821 - Literaturwissenschaft (unbenotet)							
PNL 263822 - Kulturwissenschaft (unbenotet)							

112617 S - Narrating Feminist and Queer Archives							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Do	12:00 - 14:00	wöch.	1.09.2.06	10.04.2025	Simon Dickel, Prof. Dr. Anja Schwarz
Kommentar							
This seminar covers novels and films that actively engage with archives and circulate hidden feminist and queer knowledge. The texts we will discuss refer to a variety of archival sources, such as feminist and queer grassroots archives, the archive of the ACT UP movement that emerged during the AIDS crisis, archival materials of the riot grrrl movement of the 1990s, and even fictional archives of histories that could have happened. We will ask if novels and films have the potential of transferring "storage memory" to "functional memory" (Assmann) and discuss different theoretical approaches to archives. Saidiya Hartman's influential framework of critical fabulation is a creative way of addressing and working with a past that is inadequately accessible – be it because of gaps in the archive, or because the available historical sources are hostile and violent towards its subjects. Next to highlighting the potentials of such creative approaches to writing history, we will also look at their potential pitfalls. Among the texts we will discuss are Justin Torres's novel <i>Blackouts</i> (2023), Saidiya Hartman's <i>Wayward Lives, Beautiful Experiments</i> (2019), Jennifer Mathieu's young adult novel <i>Moxie</i> (2017) and its filmic adaptation, Cheryl Dunye's film <i>The Watermelon Woman</i> (1997), Jim Hubbard's documentary <i>United in Anger: A History of ACT UP</i> (2012), the TV-series <i>Pose</i> (2018-2021), Irene Lusztig's documentary <i>Yours in Sisterhood</i> (2018), as well as Zoe Beloff's art project <i>The Coney Island Amateur Psychoanalytic Society and Its Circle</i> (2009). Literature: Justin Torres: <i>Blackouts</i> (2023) Saidiya Hartman: <i>Wayward Lives, Beautiful Experiments</i> (2019) Jennifer Mathieu: <i>Moxie</i> (2017) All other texts and films will be made available in the first session.							
Leistungsnachweis							
Testat: mini essay							
Leistungen in Bezug auf das Modul							
PNL 263821 - Literaturwissenschaft (unbenotet)							
PNL 263822 - Kulturwissenschaft (unbenotet)							

112618 S - China, India, and Africa: Literatures of the Indian Ocean							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Do	12:00 - 14:00	wöch.	1.09.1.14	10.04.2025	Pavan Malreddy
Leistungsnachweis							
essay(s) (1500 words)							
Leistungen in Bezug auf das Modul							
PNL 263821 - Literaturwissenschaft (unbenotet)							

PNL 263822 - Kulturwissenschaft (unbenotet)

112619 S - Disability, Gender, and Sexuality							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Do	16:00 - 18:00	wöch.	1.09.1.14	10.04.2025	Simon Dickel, Prof. Dr. Anja Schwarz

Kommentar

Public conversations about topics such as bathrooms and sports suggest that cultural ideas about disability, gender, and sexuality are related. Examining approaches from queer theory, gender studies, and disability studies, such as Alison Kafer's *Feminist, Queer, Crip*, we will discuss how the intersections of these categories have been framed theoretically and pay attention to poststructuralist and phenomenological approaches to think about bodies. We will, for example, ask how the political strategy of coming out as gay or lesbian has been theorized in relation to coming out as a person with an invisible disability, examine the parallels and differences of the terms "sex" and "gender" as they are theorized within gender studies and the terms "impairment" and "disability" as they are used within disability studies, and we will compare the concepts of "compulsory heterosexuality" (Adrienne Rich) and "compulsory able-bodiedness" (Robert McRuer). Many of these theoretical ideas are also discussed in memoirs of writers with disabilities; we will therefore read excerpts from a variety of what G. Thomas Couser calls "new disability memoirs," for example by Chloé Cooper Jones, Kenny Fries, Terry Galloway, Eli Clare, Robert F. Murphy, and Stephen Kuusisto.

Literature:

Chloé Cooper Jones: *Easy Beauty: On Seeing and Being Seen* (2022)

All other texts will be made available in the first session.

Leistungsnachweis

Testat: mini essay

Leistungen in Bezug auf das Modul

PNL 263821 - Literaturwissenschaft (unbenotet)

PNL 263822 - Kulturwissenschaft (unbenotet)

112620 S - The Literatures of the Arab Spring: From Egypt to Libya							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Do	16:00 - 18:00	wöch.	1.19.0.31	10.04.2025	Pavan Malreddy

Leistungsnachweis

essay(s) (1500 words)

Leistungen in Bezug auf das Modul

PNL 263821 - Literaturwissenschaft (unbenotet)

PNL 263822 - Kulturwissenschaft (unbenotet)

112621 S - Collecting, Ordering, Governing							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mi	10:00 - 12:00	wöch.	1.09.1.15	09.04.2025	Prof. Dr. Anja Schwarz

Kommentar

Our course approaches the museum from a range of critical perspectives, including the representational role of museums in nation-building, their relationship to memory and commemoration, and their social roles and responsibilities. We will also consider recent contests over the rights to collections and the pedagogical representation of 'other' cultures. Students will engage with readings from the fields of museology, cultural studies, memory studies and postcolonial studies and combine these with close examination of current exhibitions as case studies.

Leistungsnachweis

Testat: mini essay

Leistungen in Bezug auf das Modul	
PNL	263821 - Literaturwissenschaft (unbenotet)
PNL	263822 - Kulturwissenschaft (unbenotet)

112658 S - Funny Concepts: Theories on Humour, Laughter, Comedy							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mo	14:00 - 16:00	wöch.	1.09.1.15	07.04.2025	Dr. Aileen Behrendt

Leistungsnachweis	
Academic Essay	

Leistungen in Bezug auf das Modul	
PNL	263821 - Literaturwissenschaft (unbenotet)
PNL	263822 - Kulturwissenschaft (unbenotet)

112660 S - Cultures of Work and Economic Subjects							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Do	14:00 - 16:00	wöch.	1.09.1.02	10.04.2025	Dr. Aileen Behrendt

Leistungsnachweis	
Academic Paper	

Leistungen in Bezug auf das Modul	
PNL	263821 - Literaturwissenschaft (unbenotet)
PNL	263822 - Kulturwissenschaft (unbenotet)

112669 S - Post-identity sensibilities in contemporary media							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mo	12:00 - 14:00	wöch.	1.09.1.14	07.04.2025	James Paradza

Leistungsnachweis	
Attestation: 2000 words	

Leistungen in Bezug auf das Modul	
PNL	263821 - Literaturwissenschaft (unbenotet)
PNL	263822 - Kulturwissenschaft (unbenotet)

112683 S - Assessing Interactional Competence							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mi	08:00 - 10:00	wöch.	1.19.1.16	09.04.2025	Susanne Reinhardt

Kommentar

When teaching a foreign language at school, teachers are tasked with enabling their students to develop, and refine, communicative competence. According to the TEFL Rahmenlehrplan for Berlin and Brandenburg, high school graduates are expected to be able to communicate successfully and appropriately with (native) speakers of the foreign language in question (Rahmenlehrplan für den Unterricht in der gymnasialen Oberstufe im Land Brandenburg 2018: 23). Since spoken interaction counts for a majority of communicative encounters students may have to face, comprehensive speaking skills constitute one of the core skills to be taught (and assessed) in the language-learning classroom. Often, these are equated with grammatical proficiency, a versatile vocabulary and native-like pronunciation. However, it is notable that even when (still) struggling with syntax or pronunciation, or with only a limited vocabulary at their disposal, language learners manage to communicate successfully. Inversely, even when entirely well-formed (and accurately pronounced), students' utterances may still be interactionally problematic. Fittingly, the Rahmenlehrplan posits that instruction should focus on both linguistic and interactional competence. High school graduates should, for instance, be taught how to use appropriate verbal and non-verbal resources to deal with everyday interactional issues such as opening or closing a conversation, or dealing with misunderstandings and understanding trouble (ibid.)

This class is specifically tailored to teacher students and will introduce you to the notion of interactional competence. Against the background of basic concepts, methods and findings of Conversation Analysis (CA), we will discuss interactional skills and how they could (and, perhaps, why they should) be included into the assessment of pupils' speaking skills.

Together with the concurrent TEFL class (see below) this seminar is coordinated with, we will work towards achieving the following **learning outcome** :

Students are able to 1) *assess the speaking skills* of learners of English in an oral exam and 2) *develop teaching and learning materials* for the development of these aspects

by

- identifying features of spoken against written language;
- investigating basic interactional skills (turn-taking, action accomplishment, repair) exhibited by the learners with basic CA terminology, concepts, methods and findings in the linguistics course, and
- identifying characteristics of communicative and competence-oriented speaking tasks;
- discussing the principles of task design, task support and providing feedback;
- analyzing task demands of the test task, as well as the support provided by it;
- identifying characteristics of communicative and competence-oriented speaking tasks;
- evaluating and adapting speaking tasks and materials in course books, and practicing designing tasks themselves;
- developing an assessment grid with a focus on content and interactional competence;
- providing a well-argued overall assessment and evaluation of the learners' speaking skills;
- providing (formative) feedback tailored to the speakers' performances, and
- reflecting on basic implications for teaching and the TEFL classroom in the TEFL course,

so that they later can access these skills at their future workplace.

Voraussetzung

We strongly recommend teacher students to attend this course in parallel with the TEFL course "Teaching and Assessing Speaking Skills" (Ceren Kocaman), since both classes will pursue a shared learning outcome. LinK students are welcome to just attend this one.

Leistungsnachweis

written exam (90')

Bemerkung

Please take note that this course is taught in parallel with, and pursues a shared learning outcome with, the TEFL course "Teaching and Assessing Speaking Skills" (Ceren Kocaman). Teacher students will make most use of the courses if they attend both. FSL and KoVaMe students are welcome to just attend this first one.

Leistungen in Bezug auf das Modul

PL 263823 - Sprachwissenschaft (benotet)

112748 S - Prosody in Interaction							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Di	14:00 - 16:00	wöch.	1.19.0.31	08.04.2025	Susanne Reinhardt
Kommentar							
If language is considered to be a means of communication – and thus, of making oneself understandable to one's interlocutors – conceptualising language in the structuralist tradition, as a hierarchical system of units on different linguistic levels, paints an incomplete picture. While phonemes certainly serve as meaning-distinguishing units, morphemes carry lexical and grammatical meaning, and syntax provides a framework for encoding complex semantics, drawing solely on these means leaves plenty of room for ambiguities, interpretation, and misunderstandings, an issue ubiquitous for written interaction of any kind. This class explores prosody – the "musical" aspects of speech" such as intonation, loudness and voice quality – and how such vocal features contribute to the meaning of talk. We will be discussing a variety of prosodic cues, and investigate how specific prosodic choices shape our understanding of any given verbal utterance.							
Voraussetzung							
While not a precondition for participation, participants will benefit from a basic knowledge of Conversation Analysis / Interactional Linguistics.							
Literatur							
Szczepek Reed, Beatrice (2011). Analysing conversation: An introduction to prosody. Palgrave Macmillan.							
Leistungsnachweis							
Presentation (30 min)							
Leistungen in Bezug auf das Modul							
PL 263823 - Sprachwissenschaft (benotet)							

112756 S - Investigating Interaction - M(S)K1							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Do	16:00 - 18:00	wöch.	1.19.1.22	10.04.2025	Dr. Taiane Malabarba

Kommentar

"Whatever gets done is a joint achievement between speakers and their interlocutors" (Schegloff, 1991, p. 155)

A great deal of our daily lives involves talking with others. What makes conversations run smoothly? And why do we perceive some conversations as awkward? This seminar will give you the means to answer these and other questions related to human communication. The main goal of the course is to equip students with basic concepts and methods from Conversation Analysis (CA) and related approaches focused on the various resources people use to organise conversations with others, construct meaning and achieve mutual understanding. A secondary goal is to explore how findings from close empirical analyses of talk can be applied to address real-world concerns in an array of contexts, such as in education and politics.

The course combines lectures, class discussions on assigned readings, oral presentations, journal writing and exercises designed to build technical and analytical skills in analysing social interaction. Through these activities and active participation in the sessions, it is expectable that you will develop knowledge of conversational analytical research and be able to apply CA's methodological toolkit to examine actual social encounters.

General learning outcome for the MSK module

Students are able to generate empirically grounded insights into communicative practices and linguistic patterns in spoken language on the basis of an original, independently developed research question.

Specific learning Outcome for this course (MSK 1)

By the end of the course, you should be able to:

- explain fundamental assumptions, terms and concepts in CA/IL
- sketch basic relationships between such terms and concepts
- formulate and argue for conversational analytical observations
- analyze excerpts of talk-in-interaction using CA tenets and methods

These learning outcomes secure that students can successfully work largely independently on empirical data material and develop their own project in the next course (MSK 2).

Leistungsnachweis

Written exam

Leistungen in Bezug auf das Modul

PL 263823 - Sprachwissenschaft (benotet)

112929 S - Topics in World Englishes							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mo	14:00 - 16:00	wöch.	1.19.1.16	07.04.2025	Prof. Dr. Hans-Georg Wolf

Kommentar

In this seminar, students will gain a broad insight into the complex field of World Englishes. The course covers the following topics: Terminology and models, theoretical approaches, standards and identity, world Englishes in the classroom, English-based pidgins and creoles as a special case of world Englishes, English as an international lingua franca, culture in world Englishes, case studies.

Leistungsnachweis

3 credits for group work.

Leistungen in Bezug auf das Modul

PL 263823 - Sprachwissenschaft (benotet)

 112933 S - Forensic Linguistics

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Do	10:00 - 12:00	wöch.	1.19.0.31	10.04.2025	Denisa Latic

Leistungsnachweis

Group presentation + peer reviews (3 LP)

Leistungen in Bezug auf das Modul

PL 263823 - Sprachwissenschaft (benotet)

 113794 B - Unnatural Histories

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	B	N.N.	10:00 - 16:00	Block	1.19.1.16	10.06.2025	Prof. Dr. Katrina Schlunke, Prof. Dr. Anja Schwarz

Kommentar

This course is taught by our Potsdam Postcolonial Guest Professor Dr. Katrina Schlunke (University of Tasmania / University of Sydney). It will introduce students to the ways in which ideas of 'nature' and 'history' have shaped how we have understood the more-than-human world and the museums that display it. Coming together as 'natural history' a way of reading the world has emerged which often silences colonial histories and ongoing connections to Indigenous Country while privileging only some strands of the European development of natural history. In a period of time marked by mass extinctions and climate change, understanding the histories and organising discourses that shape the more-than-human (particularly animal) world, is a valuable critical tool.

Our path through the subject will include case studies of displayed more-than-human beings, histories of natural history and stories of alternate 'natures' as they appear in literature, museum displays and art. In-class activities will include short written exercises, fieldwork and group work.

The block seminar will take place from 10 to 13 June, from 9.00 to 16.30. Please make sure you attend the two **compulsory preparatory sessions on 16 April and 14 May** at 09:00 (via Zoom).

Leistungsnachweis

Testat - a written submission

Leistungen in Bezug auf das Modul

PNL 263821 - Literaturwissenschaft (unbenotet)

PNL 263822 - Kulturwissenschaft (unbenotet)

 114572 BL - Just Looking — Visual Cultures in Contemporary India

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	BL	N.N.	N.N.	Block	N.N.	N.N.	Prof. Dr. Satish Poduval
1	BL	N.N.	N.N.	Block	N.N.	N.N.	Prof. Dr. Satish Poduval
1	BL	N.N.	N.N.	Block	N.N.	N.N.	Prof. Dr. Satish Poduval
1	BL	N.N.	N.N.	Block	N.N.	N.N.	Prof. Dr. Satish Poduval

Leistungen in Bezug auf das Modul

PNL 263821 - Literaturwissenschaft (unbenotet)

PNL 263822 - Kulturwissenschaft (unbenotet)

ANG_MA_024 - Vertiefungsmodul Fachdidaktik in den Sekundarstufen I und II

113139 S - Content and Language Integrated Learning							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mo	12:00 - 14:00	wöch.	1.19.1.22	07.04.2025	Prof. Dr. phil. Urška Grum
Kommentar							
Achtung: Das Seminar richtet sich, anders als auf PULS verzeichnet, nur an Studierende der Sekundarstufe Englisch. The seminar deals with Content and Language Integrated Learning (CLIL) as a dual-focused educational approach in which a foreign or second language is used for the learning and teaching of both language and content. The aim of this course is to familiarize participants with the basic theories, principles and methodological options of CLIL in the context of various school subjects (e.g. Geography, History, Politics/Civic Education, Biology). Advantages and disadvantages of this particular approach as well as issues of assessment and current research findings concerned with CLIL and bilingual teaching and learning will be discussed, enabling participants to make informed choices when developing curricular units for CLIL as well as English language classes. Seminar requirements will be discussed in detail during the first session.							
Leistungsnachweis							
Präsentation							
Leistungen in Bezug auf das Modul							
PNL 263832 - Diagnose, Messung und Förderung sprachlicher Kompetenzen (unbenotet)							

113293 S - Inclusive English Language Teaching							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mo	10:00 - 12:00	wöch.	1.12.0.14	07.04.2025	Dr. phil. Katharina Delius
Kommentar							
The English language classroom is increasingly characterized by diversity, incorporating students from a wide range of linguistic, socio-cultural, and educational backgrounds, along with those who have special educational needs. This diversity results in a vibrant learning environment where students are supposed to engage inclusively side by side in mainstream educational settings. Consequently, English language teachers must be adept at catering to the varied individual needs of their students. This seminar offers a comprehensive introduction to the wide concept of inclusion and its practical applications within English language education. We will explore the theoretical foundations of inclusion, emphasizing its significance in fostering a supportive and effective learning atmosphere. Participants will be equipped with essential knowledge and skills to create and sustain an inclusive language learning environment which embraces and celebrates diversity. They will engage in discussions, case studies, and practical workshops designed to provide actionable strategies for managing diverse classrooms effectively. Ultimately, participants will get the chance to develop micro-teaching units for the English classroom which will be discussed within the seminar.							
Literatur							
Reading: Texts will be provided at the beginning of the semester.							
Leistungsnachweis							
Requirements: Regular attendance, active participation, presentation of a micro-teaching unit							
Leistungen in Bezug auf das Modul							
PNL 263832 - Diagnose, Messung und Förderung sprachlicher Kompetenzen (unbenotet)							

113567 S - Reading literature in the EFL classroom: from picture books to young adult novels							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mi	10:00 - 12:00	wöch.	1.09.1.12	09.04.2025	Prof. Dr. Britta Freitag-Hild
Leistungsnachweis							
Presentation: Teaching proposal							

Leistungen in Bezug auf das Modul

PNL 263831 - (Inter-)Kulturelles Lernen im Fremdsprachenunterricht (unbenotet)

113570 S - Literary Texts and Cultural Learning in ELE							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Do	10:00 - 12:00	wöch.	1.09.1.15	10.04.2025	Dr. phil. Katharina Delius

Kommentar

Literary texts (including novels, short stories, graphic novels, etc.) offer insights into the worlds of (fictional) individuals who operate in a particular social environment and whose actions are shaped by a specific cultural context. Analyzing and reflecting on these subjective perspectives can sensitize learners to cultural diversity and complexity and thus offers a starting point for cultural learning processes in the English classroom. In this seminar, we will explore how literary texts can challenge one's own perspective and contribute to identity development. We will examine various literary texts and teaching materials for their potential to promote learners' foreign language discourse competence. Participants will have the opportunity to develop and conduct a global simulation for a grade 11 learner group for one day (**July 17, 2025**). Active participation in the planning and implementation of the simulation is obligatory. You will get to know the learner group in advance on one of the following dates (in odd weeks Mon, 10.10-11.40; Thu, 14.00-15.35; Fri, 12.30-14.00; in even weeks: Thu, 14.00-15.35; Fri, 10.10-11.40).

Literatur

Reading: Texts will be provided at the beginning of the semester.

Leistungsnachweis

Requirements: Regular attendance, active participation, planning and conducting a project day for a learner group

Leistungen in Bezug auf das Modul

PNL 263831 - (Inter-)Kulturelles Lernen im Fremdsprachenunterricht (unbenotet)

113571 S - AI in English Language Education							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Di	10:00 - 12:00	wöch.	1.19.0.31	08.04.2025	Prof. Dr. phil. Urška Grum

Kommentar

Achtung: Das Seminar richtet sich, anders als auf PULS verzeichnet, nur an Studierende der Sekundarstufe Englisch.

This seminar explores how AI is transforming English Language Education. We will critically discuss and explore how AI-based technology can effectively enhance L2 learning and teaching. The focus will not only be on (1) how AI can assist L2 teachers with, e.g. lesson planning, material development, diagnostics and assessment, but mainly on (2) how L2 learners can benefit from AI-based activities and how AI-based tools and methods can be applied in the English language classroom. The goal is to enable students to critically analyse the quality of AI-based tools for L2 learning and teaching as well as the value of human interaction in the L2 classroom. Thus, throughout the seminar, students will develop practical and analytical skills to explore and examine different AI-based tools and methods for various fields of L2 language learning, teaching and assessment.

Seminar requirements will be discussed in detail during the first session. Students will not be required to engage with any AI tools.

Leistungsnachweis

Päsentation

Leistungen in Bezug auf das Modul

PNL 263832 - Diagnose, Messung und Förderung sprachlicher Kompetenzen (unbenotet)

113656 S - Teaching and Assessing Speaking Skills							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mi	10:00 - 12:00	wöch.	1.19.1.16	09.04.2025	Ceren Kocaman

Kommentar

This seminar will address the issue of teaching and assessing speaking in the EFL classroom. Participants will learn how to design speaking tasks and materials and will also develop their competence for assessing FL learners' speaking skills in an oral exam.

Please note: This course is taught in parallel with the linguistics course "Assessing Interactional Competence" (Wednesday, 10-12, Susanne Reinhardt). Students can make most use of the courses if they attend both.

Achtung: Das Seminar richtet sich, anders als auf PULS verzeichnet, nur an Studierende der Sekundarstufe Englisch.

Leistungsnachweis

Klausur

Leistungen in Bezug auf das Modul

PNL 263832 - Diagnose, Messung und Förderung sprachlicher Kompetenzen (unbenotet)

Sekundarstufe II

ANG_MA_009 - Vertiefungsmodul Sprachausbildung

112447 SU - Academic Essay Writing

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	SU	Mi	12:00 - 14:00	wöch.	1.19.0.31	09.04.2025	Dr. Anke Bartels

Kommentar

The course is designed to strengthen your academic writing in English. To this end we will deal with the components of essay writing: the design of the introductory, main body, and concluding paragraphs as well as the conventions of MLA 9. Naturally we hope the course will also deepen your English. At advanced levels, language can only be deepened by using it to do challenging tasks - and few tasks are more challenging than writing good argument.

The number of participants in this course is limited to 20 students.

Literatur

Course material will be provided on Moodle.

Leistungsnachweis

1 essay (2000 words)

Leistungen in Bezug auf das Modul

PL 262512 - Schriftlicher Ausdruck (Academic Writing) (benotet)

112448 U - Translation German-English

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	SU	Mo	14:00 - 16:00	wöch.	1.19.0.31	07.04.2025	Gary Wayne Lovan
2	SU	Di	12:00 - 14:00	wöch.	1.19.1.16	08.04.2025	Gary Wayne Lovan
3	SU	Do	12:00 - 14:00	wöch.	1.19.1.22	10.04.2025	Dr. Anke Bartels
4	SU	Fr	12:00 - 14:00	wöch.	1.19.1.22	11.04.2025	Gary Wayne Lovan

Kommentar

Improving your expression in and knowledge of English through intensive comparison and contrast with German: that is the main purpose of this course. Translation is a powerful tool for improving your proficiency because it uses your native language - your semantic bedrock that all your explorations in the second language build up from. Alan Duff: 'Translation develops three qualities essential to all language learning: flexibility, accuracy, and clarity. It trains the learner to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity).' You learn to think from words and structures to meanings - translation sensitizes you to the nuances of style and meaning better than anything other language learning activity. By contrasting the meanings of words and syntax, you can move away from literal (whatever that means!) translations to meaning (whatever that is!).

The number of participants in this course is limited to 20 students.

Literatur

Course material will be provided on Moodle.

Leistungsnachweis

5 Translations (4000 words)

Leistungen in Bezug auf das Modul

PNL 262511 - Übersetzung (unbenotet)

113598 U - Academic Writing with a Focus on Argument

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	SU	Mo	10:00 - 12:00	wöch.	1.19.0.31	07.04.2025	Gary Wayne Lovan
2	SU	Di	14:00 - 16:00	wöch.	1.19.1.16	08.04.2025	Gary Wayne Lovan
3	SU	Fr	10:00 - 12:00	wöch.	1.19.1.22	11.04.2025	Gary Wayne Lovan

Leistungen in Bezug auf das Modul

PL 262512 - Schriftlicher Ausdruck (Academic Writing) (benotet)

ANG_MA_012 - Vertiefungsmodul Linguistik**112683 S - Assessing Interactional Competence**

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mi	08:00 - 10:00	wöch.	1.19.1.16	09.04.2025	Susanne Reinhardt

Kommentar

When teaching a foreign language at school, teachers are tasked with enabling their students to develop, and refine, communicative competence. According to the TEFL Rahmenlehrplan for Berlin and Brandenburg, high school graduates are expected to be able to communicate successfully and appropriately with (native) speakers of the foreign language in question (Rahmenlehrplan für den Unterricht in der gymnasialen Oberstufe im Land Brandenburg 2018: 23). Since spoken interaction counts for a majority of communicative encounters students may have to face, comprehensive speaking skills constitute one of the core skills to be taught (and assessed) in the language-learning classroom. Often, these are equated with grammatical proficiency, a versatile vocabulary and native-like pronunciation. However, it is notable that even when (still) struggling with syntax or pronunciation, or with only a limited vocabulary at their disposal, language learners manage to communicate successfully. Inversely, even when entirely well-formed (and accurately pronounced), students' utterances may still be interactionally problematic. Fittingly, the Rahmenlehrplan posits that instruction should focus on both linguistic and interactional competence. High school graduates should, for instance, be taught how to use appropriate verbal and non-verbal resources to deal with everyday interactional issues such as opening or closing a conversation, or dealing with misunderstandings and understanding trouble (ibid.)

This class is specifically tailored to teacher students and will introduce you to the notion of interactional competence. Against the background of basic concepts, methods and findings of Conversation Analysis (CA), we will discuss interactional skills and how they could (and, perhaps, why they should) be included into the assessment of pupils' speaking skills.

Together with the concurrent TEFL class (see below) this seminar is coordinated with, we will work towards achieving the following **learning outcome** :

Students are able to 1) *assess the speaking skills* of learners of English in an oral exam and 2) *develop teaching and learning materials* for the development of these aspects

by

- identifying features of spoken against written language;
- investigating basic interactional skills (turn-taking, action accomplishment, repair) exhibited by the learners with basic CA terminology, concepts, methods and findings in the linguistics course, and
- identifying characteristics of communicative and competence-oriented speaking tasks;
- discussing the principles of task design, task support and providing feedback;
- analyzing task demands of the test task, as well as the support provided by it;
- identifying characteristics of communicative and competence-oriented speaking tasks;
- evaluating and adapting speaking tasks and materials in course books, and practicing designing tasks themselves;
- developing an assessment grid with a focus on content and interactional competence;
- providing a well-argued overall assessment and evaluation of the learners' speaking skills;
- providing (formative) feedback tailored to the speakers' performances, and
- reflecting on basic implications for teaching and the TEFL classroom in the TEFL course,

so that they later can access these skills at their future workplace.

Voraussetzung

We strongly recommend teacher students to attend this course in parallel with the TEFL course "Teaching and Assessing Speaking Skills" (Ceren Kocaman), since both classes will pursue a shared learning outcome. LinK students are welcome to just attend this one.

Leistungsnachweis

written exam (90')

Bemerkung

Please take note that this course is taught in parallel with, and pursues a shared learning outcome with, the TEFL course "Teaching and Assessing Speaking Skills" (Ceren Kocaman). Teacher students will make most use of the courses if they attend both. FSL and KoVaMe students are welcome to just attend this first one.

Leistungen in Bezug auf das Modul

PNL	262811 - Seminar 1 (Testat) (unbenotet)
PL	262812 - Seminar 2 (Modulprüfung) (benotet)

112748 S - Prosody in Interaction							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Di	14:00 - 16:00	wöch.	1.19.0.31	08.04.2025	Susanne Reinhardt
Kommentar							
If language is considered to be a means of communication – and thus, of making oneself understandable to one's interlocutors – conceptualising language in the structuralist tradition, as a hierarchical system of units on different linguistic levels, paints an incomplete picture. While phonemes certainly serve as meaning-distinguishing units, morphemes carry lexical and grammatical meaning, and syntax provides a framework for encoding complex semantics, drawing solely on these means leaves plenty of room for ambiguities, interpretation, and misunderstandings, an issue ubiquitous for written interaction of any kind. This class explores prosody – the "musical" aspects of speech" such as intonation, loudness and voice quality – and how such vocal features contribute to the meaning of talk. We will be discussing a variety of prosodic cues, and investigate how specific prosodic choices shape our understanding of any given verbal utterance.							
Voraussetzung							
While not a precondition for participation, participants will benefit from a basic knowledge of Conversation Analysis / Interactional Linguistics.							
Literatur							
Szczepek Reed, Beatrice (2011). Analysing conversation: An introduction to prosody. Palgrave Macmillan.							
Leistungsnachweis							
Presentation (30 min)							
Leistungen in Bezug auf das Modul							
PNL	262811 - Seminar 1 (Testat) (unbenotet)						
PL	262812 - Seminar 2 (Modulprüfung) (benotet)						

112754 S - Little words that matter: particles in interaction (M(S)K 2/3)							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mi	16:00 - 18:00	wöch.	1.19.1.22	09.04.2025	Dr. Taiane Malabarba
Kommentar							
Despite their enormous frequency of occurrence in everyday talk, particles (little words like "well", "oh", "yeah", "uh huh") have long been overlooked or sidelined in linguistic inquiry. Similarly, conjunctions have received relatively little attention from linguists working with written data or in traditional paradigms. Most commonly (if at all), they have been investigated with respect to the logico-semantic relations they can express when using them to join clauses together to form complex sentences. However, these little words matter. They are part and parcel of our daily conduct, and they fulfill extremely important social, pragmatic, and interactional functions in spoken interaction. They are the "seen-but-unnoticed" grease for the interactional engine. Like gravity, they are so natural and self-evident to us that we sometimes tend to overlook them and forget about their existence, despite being surrounded by them (and even using them ourselves) all the time. In this course, we will explore some of the ways in which these little words matter in spoken interaction. Using Conversation Analytic (CA) & Interactional Linguistic (IL) methods, we will investigate which social, pragmatic, and/or interactional functions they can fulfill and how they help us to manage certain recurrent interactional tasks. Data will be in English, mostly, but with comparison with other languages as well. LEARNING OUTCOME To be able to independently develop research questions, to pursue them with appropriate empirical research methods, and to generate empirically grounded findings about linguistic patterns and communicative practices in spoken and written language.							
Leistungsnachweis							
Research project							

Leistungen in Bezug auf das Modul

PNL	262811 - Seminar 1 (Testat) (unbenotet)
PL	262812 - Seminar 2 (Modulprüfung) (benotet)

112756 S - Investigating Interaction - M(S)K1

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Do	16:00 - 18:00	wöch.	1.19.1.22	10.04.2025	Dr. Taiane Malabarba

Kommentar

"Whatever gets done is a joint achievement between speakers and their interlocutors" (Schegloff, 1991, p. 155)

A great deal of our daily lives involves talking with others. What makes conversations run smoothly? And why do we perceive some conversations as awkward? This seminar will give you the means to answer these and other questions related to human communication. The main goal of the course is to equip students with basic concepts and methods from Conversation Analysis (CA) and related approaches focused on the various resources people use to organise conversations with others, construct meaning and achieve mutual understanding. A secondary goal is to explore how findings from close empirical analyses of talk can be applied to address real-world concerns in an array of contexts, such as in education and politics.

The course combines lectures, class discussions on assigned readings, oral presentations, journal writing and exercises designed to build technical and analytical skills in analysing social interaction. Through these activities and active participation in the sessions, it is expectable that you will develop knowledge of conversational analytical research and be able to apply CA's methodological toolkit to examine actual social encounters.

General learning outcome for the MSK module

Students are able to generate empirically grounded insights into communicative practices and linguistic patterns in spoken language on the basis of an original, independently developed research question.

Specific learning Outcome for this course (MSK 1)

By the end of the course, you should be able to:

- explain fundamental assumptions, terms and concepts in CA/IL
- sketch basic relationships between such terms and concepts
- formulate and argue for conversational analytical observations
- analyze excerpts of talk-in-interaction using CA tenets and methods

These learning outcomes secure that students can successfully work largely independently on empirical data material and develop their own project in the next course (MSK 2).

Leistungsnachweis

Written exam

Leistungen in Bezug auf das Modul

PNL	262811 - Seminar 1 (Testat) (unbenotet)
PL	262812 - Seminar 2 (Modulprüfung) (benotet)

112929 S - Topics in World Englishes							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mo	14:00 - 16:00	wöch.	1.19.1.16	07.04.2025	Prof. Dr. Hans-Georg Wolf
Kommentar							
In this seminar, students will gain a broad insight into the complex field of World Englishes. The course covers the following topics: Terminology and models, theoretical approaches, standards and identity, world Englishes in the classroom, English-based pidgins and creoles as a special case of world Englishes, English as an international lingua franca, culture in world Englishes, case studies.							
Leistungsnachweis							
3 credits for group work.							
Leistungen in Bezug auf das Modul							
PNL	262811 - Seminar 1 (Testat) (unbenotet)						
PL	262812 - Seminar 2 (Modulprüfung) (benotet)						

112933 S - Forensic Linguistics							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Do	10:00 - 12:00	wöch.	1.19.0.31	10.04.2025	Denisa Latic
Leistungsnachweis							
Group presentation + peer reviews (3 LP)							
Leistungen in Bezug auf das Modul							
PNL	262811 - Seminar 1 (Testat) (unbenotet)						
PL	262812 - Seminar 2 (Modulprüfung) (benotet)						

112934 S - Cultural cognition in the wild - a Hong Kong case study							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Fr	14:00 - 16:00	wöch.	1.19.1.16	11.04.2025	Denisa Latic
Leistungsnachweis							
Group presentation + peer reviews (3 LP)							
Leistungen in Bezug auf das Modul							
PNL	262811 - Seminar 1 (Testat) (unbenotet)						
PL	262812 - Seminar 2 (Modulprüfung) (benotet)						

112936 S - Cultural models: Application							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Di	12:00 - 14:00	wöch.	1.19.1.22	08.04.2025	Anna Magdalena Finzel
Leistungen in Bezug auf das Modul							
PNL	262811 - Seminar 1 (Testat) (unbenotet)						
PL	262812 - Seminar 2 (Modulprüfung) (benotet)						

ANG_MA_024 - Vertiefungsmodul Fachdidaktik in den Sekundarstufen I und II

113139 S - Content and Language Integrated Learning							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mo	12:00 - 14:00	wöch.	1.19.1.22	07.04.2025	Prof. Dr. phil. Urška Grum

Kommentar

Achtung: Das Seminar richtet sich, anders als auf PULS verzeichnet, nur an Studierende der Sekundarstufe Englisch.

The seminar deals with Content and Language Integrated Learning (CLIL) as a dual-focused educational approach in which a foreign or second language is used for the learning and teaching of both language and content. The aim of this course is to familiarize participants with the basic theories, principles and methodological options of CLIL in the context of various school subjects (e.g. Geography, History, Politics/Civic Education, Biology). Advantages and disadvantages of this particular approach as well as issues of assessment and current research findings concerned with CLIL and bilingual teaching and learning will be discussed, enabling participants to make informed choices when developing curricular units for CLIL as well as English language classes.

Seminar requirements will be discussed in detail during the first session.

Leistungsnachweis

Präsentation

Leistungen in Bezug auf das Modul

PNL 263832 - Diagnose, Messung und Förderung sprachlicher Kompetenzen (unbenotet)

113293 S - Inclusive English Language Teaching							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mo	10:00 - 12:00	wöch.	1.12.0.14	07.04.2025	Dr. phil. Katharina Delius

Kommentar

The English language classroom is increasingly characterized by diversity, incorporating students from a wide range of linguistic, socio-cultural, and educational backgrounds, along with those who have special educational needs. This diversity results in a vibrant learning environment where students are supposed to engage inclusively side by side in mainstream educational settings. Consequently, English language teachers must be adept at catering to the varied individual needs of their students.

This seminar offers a comprehensive introduction to the wide concept of inclusion and its practical applications within English language education. We will explore the theoretical foundations of inclusion, emphasizing its significance in fostering a supportive and effective learning atmosphere. Participants will be equipped with essential knowledge and skills to create and sustain an inclusive language learning environment which embraces and celebrates diversity. They will engage in discussions, case studies, and practical workshops designed to provide actionable strategies for managing diverse classrooms effectively. Ultimately, participants will get the chance to develop micro-teaching units for the English classroom which will be discussed within the seminar.

Literatur

Reading: Texts will be provided at the beginning of the semester.

Leistungsnachweis

Requirements: Regular attendance, active participation, presentation of a micro-teaching unit

Leistungen in Bezug auf das Modul

PNL 263832 - Diagnose, Messung und Förderung sprachlicher Kompetenzen (unbenotet)

113567 S - Reading literature in the EFL classroom: from picture books to young adult novels							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mi	10:00 - 12:00	wöch.	1.09.1.12	09.04.2025	Prof. Dr. Britta Freitag-Hild

Leistungsnachweis

Presentation: Teaching proposal

Leistungen in Bezug auf das Modul

PNL 263831 - (Inter-)Kulturelles Lernen im Fremdsprachenunterricht (unbenotet)

113570 S - Literary Texts and Cultural Learning in ELE							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Do	10:00 - 12:00	wöch.	1.09.1.15	10.04.2025	Dr. phil. Katharina Delius

Kommentar

Literary texts (including novels, short stories, graphic novels, etc.) offer insights into the worlds of (fictional) individuals who operate in a particular social environment and whose actions are shaped by a specific cultural context. Analyzing and reflecting on these subjective perspectives can sensitize learners to cultural diversity and complexity and thus offers a starting point for cultural learning processes in the English classroom. In this seminar, we will explore how literary texts can challenge one's own perspective and contribute to identity development. We will examine various literary texts and teaching materials for their potential to promote learners' foreign language discourse competence. Participants will have the opportunity to develop and conduct a global simulation for a grade 11 learner group for one day (**July 17, 2025**). Active participation in the planning and implementation of the simulation is obligatory. You will get to know the learner group in advance on one of the following dates (in odd weeks Mon, 10.10-11.40; Thu, 14.00-15.35; Fri, 12.30-14.00; in even weeks: Thu, 14.00-15.35; Fri, 10.10-11.40).

Literatur

Reading: Texts will be provided at the beginning of the semester.

Leistungsnachweis

Requirements: Regular attendance, active participation, planning and conducting a project day for a learner group

Leistungen in Bezug auf das Modul

PNL 263831 - (Inter-)Kulturelles Lernen im Fremdsprachenunterricht (unbenotet)

113571 S - AI in English Language Education							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Di	10:00 - 12:00	wöch.	1.19.0.31	08.04.2025	Prof. Dr. phil. Urška Grum

Kommentar

Achtung: Das Seminar richtet sich, anders als auf PULS verzeichnet, nur an Studierende der Sekundarstufe Englisch.

This seminar explores how AI is transforming English Language Education. We will critically discuss and explore how AI-based technology can effectively enhance L2 learning and teaching. The focus will not only be on (1) how AI can assist L2 teachers with, e.g. lesson planning, material development, diagnostics and assessment, but mainly on (2) how L2 learners can benefit from AI-based activities and how AI-based tools and methods can be applied in the English language classroom. The goal is to enable students to critically analyse the quality of AI-based tools for L2 learning and teaching as well as the value of human interaction in the L2 classroom. Thus, throughout the seminar, students will develop practical and analytical skills to explore and examine different AI-based tools and methods for various fields of L2 language learning, teaching and assessment.

Seminar requirements will be discussed in detail during the first session. Students will not be required to engage with any AI tools.

Leistungsnachweis

Päsentation

Leistungen in Bezug auf das Modul

PNL 263832 - Diagnose, Messung und Förderung sprachlicher Kompetenzen (unbenotet)

113656 S - Teaching and Assessing Speaking Skills							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mi	10:00 - 12:00	wöch.	1.19.1.16	09.04.2025	Ceren Kocaman

Kommentar

This seminar will address the issue of teaching and assessing speaking in the EFL classroom. Participants will learn how to design speaking tasks and materials and will also develop their competence for assessing FL learners' speaking skills in an oral exam.

Please note: This course is taught in parallel with the linguistics course "Assessing Interactional Competence" (Wednesday, 10-12, Susanne Reinhardt). Students can make most use of the courses if they attend both.

Achtung: Das Seminar richtet sich, anders als auf PULS verzeichnet, nur an Studierende der Sekundarstufe Englisch.

Leistungsnachweis

Klausur

Leistungen in Bezug auf das Modul

PNL 263832 - Diagnose, Messung und Förderung sprachlicher Kompetenzen (unbenotet)

ANG_MA_025 - Vertiefungsmodul Literatur-/Kulturwissenschaft **112451 S - Slave Revolts in US American Literature and Film**

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Do	16:00 - 18:00	wöch.	1.09.1.15	10.04.2025	Dr. phil. Verena Adamik

Leistungsnachweis

Essay

Leistungen in Bezug auf das Modul

PNL 263841 - Literaturwissenschaft (unbenotet)

PNL 263842 - Kulturwissenschaft (unbenotet)

PL 263843 - Literatur- oder Kulturwissenschaft (benotet)

 112452 S - Anarchy

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Fr	12:00 - 14:00	wöch.	1.19.1.16	11.04.2025	Dr. phil. Verena Adamik

Leistungsnachweis

Essay

Leistungen in Bezug auf das Modul

PNL 263841 - Literaturwissenschaft (unbenotet)

PNL 263842 - Kulturwissenschaft (unbenotet)

PL 263843 - Literatur- oder Kulturwissenschaft (benotet)

 112485 S - John Berger

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mi	12:00 - 14:00	wöch.	1.19.1.16	09.04.2025	Prof. Dr. Dirk Wiemann

Kommentar

John Berger (1926-2017) was one of the most innovative and influential but also one of the most eccentric and controversial figures on the British literary and cultural scene of the second half of the 20th century and beyond. All at once an experimental novelist, a feminist art critic, a radical essayist, a documentary film maker, an elegiac poet, a strident political commentator and activist, a late modernist painter and non-doctrinaire Marxist "cultural visionary" (Ali Smith), Berger has left behind a body of work that defies easy categorisation. In our seminar we will read and discuss some of Berger's most important texts across a range of literary and intermedial formats. Our corpus will include Berger's arguably most ambitious novel, *G: A Novel* (1972); extensive extracts from the story/poetry/essay collection *Pig Earth* (1982); a photo essay (*A Seventh Man* [1974]), and selected chapters from a TV documentary script (*Ways of Seeing* [1972]).

Dirk Wiemann will host a three-days international conference on "John Berger and the Poetics and Politics of Collaboration" from June 11 to 13 (that is, during the Whitsun reading week). Participants of this course are expected to contribute to this event by preparing posters to be presented at the conference. Details will be discussed in the course of the first in-class meeting.

This class has a considerable workload of reading assignments. Students are expected to read all course texts for the respective sessions.

Literatur

Please obtain the following books before the semester:

John Berger: *G.: A Novel*

Pig Earth

A Seventh Man

Additional material will be made available on Moodle.

Leistungsnachweis

3 CPs for a short poster presentation on Thursday June 12, including a short feedback reflection in written form to be submitted by the end of the semester.

Leistungen in Bezug auf das Modul

PNL 263841 - Literaturwissenschaft (unbenotet)

PNL 263842 - Kulturwissenschaft (unbenotet)

PL 263843 - Literatur- oder Kulturwissenschaft (benotet)

112488 S - Oceanian Literatures

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mi	12:00 - 14:00	wöch.	1.19.1.22	09.04.2025	Prof. Dr. Lars Eckstein

Leistungsnachweis

short essay(s) (1500 words)

Leistungen in Bezug auf das Modul

PNL 263841 - Literaturwissenschaft (unbenotet)

PNL 263842 - Kulturwissenschaft (unbenotet)

PL 263843 - Literatur- oder Kulturwissenschaft (benotet)

112491 S - The Ethics of Illness Writing: Representations of the End of Life in Anglophone Literatures

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Di	14:00 - 18:00	14t.	1.19.0.13	15.04.2025	PD Dr. Heike Hartung

Leistungen in Bezug auf das Modul

PNL 263841 - Literaturwissenschaft (unbenotet)

PNL 263842 - Kulturwissenschaft (unbenotet)

PL 263843 - Literatur- oder Kulturwissenschaft (benotet)

112493 S - Fictions of Time Travel

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Do	10:00 - 12:00	wöch.	1.19.1.22	10.04.2025	Prof. Dr. Nicole Waller

Leistungsnachweis

short paper

Leistungen in Bezug auf das Modul

PNL 263841 - Literaturwissenschaft (unbenotet)

PNL 263842 - Kulturwissenschaft (unbenotet)

PL 263843 - Literatur- oder Kulturwissenschaft (benotet)

112617 S - Narrating Feminist and Queer Archives

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Do	12:00 - 14:00	wöch.	1.09.2.06	10.04.2025	Simon Dickel, Prof. Dr. Anja Schwarz

Kommentar

This seminar covers novels and films that actively engage with archives and circulate hidden feminist and queer knowledge. The texts we will discuss refer to a variety of archival sources, such as feminist and queer grassroots archives, the archive of the ACT UP movement that emerged during the AIDS crisis, archival materials of the riot grrrl movement of the 1990s, and even fictional archives of histories that could have happened. We will ask if novels and films have the potential of transferring "storage memory" to "functional memory" (Assmann) and discuss different theoretical approaches to archives. Saidiya Hartman's influential framework of critical fabulation is a creative way of addressing and working with a past that is inadequately accessible – be it because of gaps in the archive, or because the available historical sources are hostile and violent towards its subjects. Next to highlighting the potentials of such creative approaches to writing history, we will also look at their potential pitfalls. Among the texts we will discuss are Justin Torres's novel *Blackouts* (2023), Saidiya Hartman's *Wayward Lives, Beautiful Experiments* (2019), Jennifer Mathieu's young adult novel *Moxie* (2017) and its filmic adaptation, Cheryl Dunye's film *The Watermelon Woman* (1997), Jim Hubbard's documentary *United in Anger: A History of ACT UP* (2012), the TV-series *Pose* (2018-2021), Irene Lusztig's documentary *Yours in Sisterhood* (2018), as well as Zoe Beloff's art project *The Coney Island Amateur Psychoanalytic Society and Its Circle* (2009).

Literature:

Justin Torres: *Blackouts* (2023)Saidiya Hartman: *Wayward Lives, Beautiful Experiments* (2019)Jennifer Mathieu: *Moxie* (2017)

All other texts and films will be made available in the first session.

Leistungsnachweis

Testat: mini essay

Leistungen in Bezug auf das Modul

PNL 263841 - Literaturwissenschaft (unbenotet)

PNL 263842 - Kulturwissenschaft (unbenotet)

PL 263843 - Literatur- oder Kulturwissenschaft (benotet)

112618 S - China, India, and Africa: Literatures of the Indian Ocean

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Do	12:00 - 14:00	wöch.	1.09.1.14	10.04.2025	Pavan Malreddy

Leistungsnachweis

essay(s) (1500 words)

Leistungen in Bezug auf das Modul

PNL 263841 - Literaturwissenschaft (unbenotet)

PNL 263842 - Kulturwissenschaft (unbenotet)

PL 263843 - Literatur- oder Kulturwissenschaft (benotet)

 112619 S - Disability, Gender, and Sexuality

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Do	16:00 - 18:00	wöch.	1.09.1.14	10.04.2025	Simon Dickel, Prof. Dr. Anja Schwarz

Kommentar

Public conversations about topics such as bathrooms and sports suggest that cultural ideas about disability, gender, and sexuality are related. Examining approaches from queer theory, gender studies, and disability studies, such as Alison Kafer's *Feminist, Queer, Crip*, we will discuss how the intersections of these categories have been framed theoretically and pay attention to poststructuralist and phenomenological approaches to think about bodies. We will, for example, ask how the political strategy of coming out as gay or lesbian has been theorized in relation to coming out as a person with an invisible disability, examine the parallels and differences of the terms "sex" and "gender" as they are theorized within gender studies and the terms "impairment" and "disability" as they are used within disability studies, and we will compare the concepts of "compulsory heterosexuality" (Adrienne Rich) and "compulsory able-bodiedness" (Robert McRuer). Many of these theoretical ideas are also discussed in memoirs of writers with disabilities; we will therefore read excerpts from a variety of what G. Thomas Couser calls "new disability memoirs," for example by Chloé Cooper Jones, Kenny Fries, Terry Galloway, Eli Clare, Robert F. Murphy, and Stephen Kuusisto.

Literature:

Chloé Cooper Jones: *Easy Beauty: On Seeing and Being Seen* (2022)

All other texts will be made available in the first session.

Leistungsnachweis

Testat: mini essay

Leistungen in Bezug auf das Modul

PNL 263841 - Literaturwissenschaft (unbenotet)

PNL 263842 - Kulturwissenschaft (unbenotet)

PL 263843 - Literatur- oder Kulturwissenschaft (benotet)

 112620 S - The Literatures of the Arab Spring: From Egypt to Libya

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Do	16:00 - 18:00	wöch.	1.19.0.31	10.04.2025	Pavan Malreddy

Leistungsnachweis

essay(s) (1500 words)

Leistungen in Bezug auf das Modul

PNL 263841 - Literaturwissenschaft (unbenotet)

PNL 263842 - Kulturwissenschaft (unbenotet)

PL 263843 - Literatur- oder Kulturwissenschaft (benotet)

 112621 S - Collecting, Ordering, Governing

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mi	10:00 - 12:00	wöch.	1.09.1.15	09.04.2025	Prof. Dr. Anja Schwarz

Kommentar

Our course approaches the museum from a range of critical perspectives, including the representational role of museums in nation-building, their relationship to memory and commemoration, and their social roles and responsibilities. We will also consider recent contests over the rights to collections and the pedagogical representation of 'other' cultures. Students will engage with readings from the fields of museology, cultural studies, memory studies and postcolonial studies and combine these with close examination of current exhibitions as case studies.

Leistungsnachweis

Testat: mini essay

Leistungen in Bezug auf das Modul

PNL 263841 - Literaturwissenschaft (unbenotet)

PNL 263842 - Kulturwissenschaft (unbenotet)

PL 263843 - Literatur- oder Kulturwissenschaft (benotet)

112658 S - Funny Concepts: Theories on Humour, Laughter, Comedy

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mo	14:00 - 16:00	wöch.	1.09.1.15	07.04.2025	Dr. Aileen Behrendt

Leistungsnachweis

Academic Essay

Leistungen in Bezug auf das Modul

PNL 263841 - Literaturwissenschaft (unbenotet)

PNL 263842 - Kulturwissenschaft (unbenotet)

PL 263843 - Literatur- oder Kulturwissenschaft (benotet)

112660 S - Cultures of Work and Economic Subjects

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Do	14:00 - 16:00	wöch.	1.09.1.02	10.04.2025	Dr. Aileen Behrendt

Leistungsnachweis

Academic Paper

Leistungen in Bezug auf das Modul

PNL 263841 - Literaturwissenschaft (unbenotet)

PNL 263842 - Kulturwissenschaft (unbenotet)

PL 263843 - Literatur- oder Kulturwissenschaft (benotet)

112669 S - Post-identity sensibilities in contemporary media

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mo	12:00 - 14:00	wöch.	1.09.1.14	07.04.2025	James Paradza

Leistungsnachweis

Attestation: 2000 words

Leistungen in Bezug auf das Modul

PNL 263841 - Literaturwissenschaft (unbenotet)

PNL 263842 - Kulturwissenschaft (unbenotet)

PL 263843 - Literatur- oder Kulturwissenschaft (benotet)

113794 B - Unnatural Histories							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	B	N.N.	10:00 - 16:00	Block	1.19.1.16	10.06.2025	Prof. Dr. Katrina Schlunke, Prof. Dr. Anja Schwarz

Kommentar

This course is taught by our Potsdam Postcolonial Guest Professor Dr. Katrina Schlunke (University of Tasmania / University of Sydney). It will introduce students to the ways in which ideas of 'nature' and 'history' have shaped how we have understood the more-than-human world and the museums that display it. Coming together as 'natural history' a way of reading the world has emerged which often silences colonial histories and ongoing connections to Indigenous Country while privileging only some strands of the European development of natural history. In a period of time marked by mass extinctions and climate change, understanding the histories and organising discourses that shape the more-than-human (particularly animal) world, is a valuable critical tool.

Our path through the subject will include case studies of displayed more-than-human beings, histories of natural history and stories of alternate 'natures' as they appear in literature, museum displays and art. In-class activities will include short written exercises, fieldwork and group work.

The block seminar will take place from 10 to 13 June, from 9.00 to 16.30. Please make sure you attend the two **compulsory preparatory sessions on 16 April and 14 May** at 09:00 (via Zoom).

Leistungsnachweis

Testat - a written submission

Leistungen in Bezug auf das Modul

PNL	263841 - Literaturwissenschaft (unbenotet)
PNL	263842 - Kulturwissenschaft (unbenotet)
PL	263843 - Literatur- oder Kulturwissenschaft (benotet)

114572 BL - Just Looking — Visual Cultures in Contemporary India							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	BL	N.N.	N.N.	Block	N.N.	N.N.	Prof. Dr. Satish Poduval
1	BL	N.N.	N.N.	Block	N.N.	N.N.	Prof. Dr. Satish Poduval
1	BL	N.N.	N.N.	Block	N.N.	N.N.	Prof. Dr. Satish Poduval
1	BL	N.N.	N.N.	Block	N.N.	N.N.	Prof. Dr. Satish Poduval

Leistungen in Bezug auf das Modul

PNL	263841 - Literaturwissenschaft (unbenotet)
PNL	263842 - Kulturwissenschaft (unbenotet)
PL	263843 - Literatur- oder Kulturwissenschaft (benotet)

Glossar

Die folgenden Begriffserklärungen zu Prüfungsleistung, Prüfungsnebenleistung und Studienleistung gelten im Bezug auf Lehrveranstaltungen für alle Ordnungen, die seit dem WiSe 2013/14 in Kraft getreten sind.

Prüfungsleistung	Prüfungsleistungen sind benotete Leistungen innerhalb eines Moduls. Aus der Benotung der Prüfungsleistung(en) bildet sich die Modulnote, die in die Gesamtnote des Studiengangs eingeht. Handelt es sich um eine unbenotete Prüfungsleistung, so muss dieses ausdrücklich („unbenotet“) in der Modulbeschreibung der fachspezifischen Ordnung geregelt sein. Weitere Informationen, auch zu den Anmeldeöglichkeiten von Prüfungsleistungen, finden Sie unter anderem in der Kommentierung der BaMa-O
Prüfungsnebenleistung	Prüfungsnebenleistungen sind für den Abschluss eines Moduls relevante Leistungen, die – soweit sie vorgesehen sind – in der Modulbeschreibung der fachspezifischen Ordnung beschrieben sind. Prüfungsnebenleistungen sind immer unbenotet und werden lediglich mit "bestanden" bzw. "nicht bestanden" bewertet. Die Modulbeschreibung regelt, ob die Prüfungsnebenleistung eine Teilnahmevoraussetzung für eine Modulprüfung oder eine Abschlussvoraussetzung für ein ganzes Modul ist. Als Teilnahmevoraussetzung für eine Modulprüfung muss die Prüfungsnebenleistung erfolgreich vor der Anmeldung bzw. Teilnahme an der Modulprüfung erbracht worden sein. Auch für Erbringung einer Prüfungsnebenleistungen wird eine Anmeldung vorausgesetzt. Diese fällt immer mit der Belegung der Lehrveranstaltung zusammen, da Prüfungsnebenleistung im Rahmen einer Lehrveranstaltungen absolviert werden. Sieht also Ihre fachspezifische Ordnung Prüfungsnebenleistungen bei Lehrveranstaltungen vor, sind diese Lehrveranstaltungen zwingend zu belegen, um die Prüfungsnebenleistung absolvieren zu können.
Studienleistung	Als Studienleistung werden Leistungen bezeichnet, die weder Prüfungsleistungen noch Prüfungsnebenleistungen sind.



Quelle: Karla Pirze

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