

Department of English Studies

PROVISIONAL COURSE INFORMATION WINTER TERM 2025/26

The following list of classes are open to all incoming exchange students.

Please note that these classes are aimed at students of English or American Studies, i.e. Anglophone literatures, linguistics and cultures. The classes with code numbers 100/200 are introductory courses. All classes with code numbers above 300 and higher require some basic background knowledge.

Please check the level of English language competence before selecting classes to attend. Most of our classes are aimed at students of English who have reached C1 level of competence on the CEFR. We do not offer any classes suitable for students with language levels lower than B2.

Note that there are parallel groups of some classes offered in 'groups'. Students only need to attend one group of each class, which will meet once a week for 90 minutes.

Before you register for classes on the PORTA platform, you will need to check your class choices by submitting a Learning Agreement.

Students should use the online platform PORTA to register for classes if possible. Alternatively, contact the individual lecturers about registering for classes. Please include your full name, Trier University student number (if you have it), the name of the course as listed and the day and time of the group you wish to join.

The exact number of ECTS credits awarded for a seminar or lecture will depend on the workload and assessment. Students should negotiate with the lecturer at the start of the teaching term. For your Learning Agreement, simply list the number of ECTS you would like to aim for.

If you have any questions, please contact the Erasmus Coordinators via erasmusangl@uni-trier.de

PRACTICAL LANGUAGE CLASSES

LANG 101 *Integrated Language Study Skills*

In this introductory class, the emphasis is on speaking and listening skills in an academic context, especially on giving oral presentations and making the most of a lecture course. The class equips students with the kinds of language, language awareness, and essential study skills they will need to successfully complete their English Studies degrees, and encourages them to develop learning strategies to improve their fluency and accuracy in English. The class also provides students with extensive speaking practice and aims to reduce their inhibitions about working in groups and speaking in front of their peers in presentations and discussions, in order to prepare students for future

CEFR Level: B2+ ECTS Credits: 4 or 5

Groups: Mon 10-12, Mon 14-16, Tue 8-10, Wed 8-10, Wed, 12-14, Wed 14-16, Thu 10-12, Thu 14-16

LANG 201 *Academic Writing for Students of English Studies*

The goal of this introductory class is to teach students the basics of writing good essays of various genres in the Anglo-American tradition. The skills trained include finding the main idea of a text, writing topic sentences/thesis statements, writing concluding sentences/paragraphs, achieving coherence, unity, presenting support, adequately and correctly using and referencing supporting material/sources, recognising aspects of a good/bad essay, and giving constructive feedback.

CEFR Level: B2+ ECTS Credits: 4 or 5

Groups: Mon 10-12, Tue 14-16

LANG 301 *British Cultural Studies*

This course gives an overview of modern-day life in the UK and aims to provide students with insight into various aspects of the contemporary culture and society of the UK, which will enable them to interpret British literature more accurately, and live in the UK without major problems. Based on this content, language exercises including presentations, discussions, summaries, paragraph writing, and text comprehension aim to improve the accuracy of students' English, with a focus on written expression.

CEFR Level: B2-C1 ECTS Credits: 3 or 4

Groups: Mo 10-12, Mon 14-16, Tue 14-16, Wed 12-14, Thu 10-12, Thu 14-16

LANG 302 *Advanced Grammar*

This course aims to help students accurately use and analyse the meanings of advanced English grammatical structures and to avoid German interference mistakes. The primary focus will be on verb usage, including tense/aspect, complementation, conditional sentences, reported speech, and active/passive voice. Other topics may include articles/determiners, participles, word order, or formal/colloquial language. Skills developed include grammatical accuracy, fluency of written production, familiarity with meta-language, and using reference works.

CEFR Level: B2-C1 ECTS Credits: 2

Groups: Mo 12-14, Tue 12-14, Thu 8-10, Thu 12-14

LANG 402 *Translation German – English*

This course introduces students to the basic principles of effective translation from German into English, whilst contrastively analysing important grammar points of these two languages. By the end of this course, students should have greater fluency and accuracy when writing in their L2 and be able to use appropriate terminology to describe linguistic situations and inter-linguistic relationships.

Participants need at least B2+ level competence in both English and German.

CEFR Level: B2-C1 ECTS Credits: 2

Groups: Mo 08-10

LANG 501 *Phonetics and Pronunciation*

The primary objectives are to familiarize students with IPA and to enable them to transcribe accurately back and forth between the IPA and normal orthographic English. This will be used to raise awareness of pronunciation errors caused by L1 interference. The course will also familiarize students with native-speaker “fast speech” of different accents of the UK or USA. The work on this content aims to improve the accuracy and fluency of students’ (spoken) English, and awareness of varieties of English spoken in the UK or USA.

CEFR Level: C1

ECTS Credits: 4

Groups: Tue 08-10 (AmE), Tue 10-12 (BrE), Wed 08-10 (AmE),
Thu 08-10 (BrE), Thu 14-16 (AmE)

LINGUISTICS CLASSES

LING 101V *Introduction to Linguistic Studies 1* (Lecture)

This lecture offers a basic introduction to a range of topics in English Linguistics: Phonetics/Phonology, Morphology, Syntax, Pragmatics and Discourse Analysis. It is aimed at first-semester students and requires no previous knowledge in English Linguistics.

CEFR Level: B2+ ECTS Credits: 3 or 6

Groups: Tue 14-16

Contact: Prof. Sebastian Hoffmann, hoffmann@uni-trier.de

LING 102V/ METH *Introduction to English Language Teaching (ELT)* (Lecture)

The major aim of this lecture is to enable students to reflect systematically and make informed judgements about language learning and language teaching and to better understand the complex processes involved in both. The basic knowledge required to do this, i.e. knowledge of the concepts and methods in language teaching and knowledge about language, is the central concern of this lecture.

CEFR Level: B2+ ECTS Credits: 3 or 5

Groups: Mon 12-14

Contact: Prof. Henning Rossa, rossa@uni-trier.de

LING 201V *Introduction to Linguistic Studies 2*

Following on from Introduction to Linguistic Studies 1, this is an introductory class acquainting students with social, regional and historical variation in English.

CEFR Level: B2+ ECTS Credits: 2, 4, 6 or 7

Groups: Tue 10-12, Thu 10-12

Contact: Dr Bettina Kraft, kraftb@uni-trier.de

LING 301 *Semantics*

This seminar investigates how meaning is expressed in English. The most important topics are, amongst others, morphology, prototype theory, figurative language, humor, misunderstandings, vocabulary acquisition and teaching. CEFR Level: B2-C1 ECTS Credits: 2, 4 or 6

Groups: Wed 10-12 or 12-14

Contact: Dr Bettina Kraft, kraftb@uni-trier.de

LING 301 *Analysing Sentences*

In this course, we will be looking at how sentences are structured, how they can be described/analysed, and how sentences vary across different text types, registers and varieties. We'll be starting with some of the basics (word classes, different sentence types, the concept of syntactic hierarchy) and then work our way through the various levels involved - e.g. the phrasal level (noun phrases, verb phrases, etc.), the clausal level (e.g. different types of subordinate clause) - and see how form and function interact. This seminar investigates how meaning is expressed in English. The most important topics are, amongst others, morphology, prototype theory, figurative language, humor, misunderstandings, vocabulary acquisition and teaching.

CEFR Level: B2-C1 ECTS Credits: 2, 4 or 6

Groups: Thu 14-16

Contact: Prof. Sebastian Hoffmann, hoffmann@uni-trier.de

LING 301 *Phonetics and Phonology*

We are confronted with spoken language before we are even born, as babies in the womb can perceive the melody of spoken language (aka prosody). But how do we form the speech sounds that make up our complex language? What makes a consonant a consonant and a vowel a vowel? And how do we structure and use our knowledge to all understand each other (more or less) even though the physiological structures forming speech sounds and the ways we speak are unique to each individual? In this class we will delve into these and many more questions as we discover the awesomely fascinating world of phonetics and phonology.

CEFR Level: B2-C1 ECTS Credits: 2, 4 or 6

Groups: Mo 12-14 Contact: Dr Bettina Kraft, kraftb@uni-trier.de

LING 301 *British Newspapers*

This class uses British newspapers to highlight aspects of linguistic text analysis. We will look at the text type in general, differences between different types of newspapers, the representations of gender and ethnicity in news reporting, the development of the text type over time, as well as aspects of syntax or style.

CEFR Level: B2-C1 ECTS Credits: 2, 4 or 6

Groups: Mon 14-16 Contact: Prof. Andrea Sand, sand@uni-trier.de

LING 501 *Middle English Texts*

This class will look in detail at the Early Modern English period, including its historical background, literary genres and authors, but also prose texts such as personal letters or newspapers. At the end of term, students will be able to work with a variety of texts in their original form (i.e. without modern editing), aware of contemporary spelling and pronunciation as well as sociohistoric issues and the beginnings of standardisation.

CEFR Level: C1

ECTS Credits: 4, 6 or 8

Groups: Tue 10-12

Contact: Prof. Andrea Sand, sand@uni-trier.de

LING 501 *Phraseology*

Description to follow

CEFR Level: C1

ECTS Credits: 4, 6 or 8

Groups: Tue 14-16 Contact: Ms Laura Witz, witz@uni-trier.de

LING 501 *Linguistic (Im)Politeness Theories*

In this class we will investigate how the linguistic phenomenon of (im)politeness is negotiated in varieties of the English language. We will study theoretical linguistic approaches to the topics and analyse a variety of examples from different contexts of language use.

CEFR Level: C1

ECTS Credits: 4, 6 or 8

Groups: Thu 12-14 Contact: Dr Bettina Kraft, kraftb@uni-trier.de

Ling 502 METH *Professional Vision for Language Teachers*

In this course, we will have a look at instructional quality research in the field of TEFL and how videography can be used to develop and evaluate pre-service teachers' professional development and reflection skills.

Together, we will explore the following questions:

What is professional vision? What is instructional quality? And how are the two concepts related to each other?

Why do teachers need to know about professional vision and instructional quality?

What are characteristics of good English language teaching?

How can teaching videos help teachers to reflect upon their performance?

What kind of professional knowledge does a foreign language teacher need to become an expert?

These are all questions we will examine in this seminar. We will especially focus on lesson observation and how to evaluate teaching videos. After introducing relevant theoretical concepts, the course also offers practical units in which you might collaboratively create an observation scheme, observe, and reflect upon English lessons, as lesson observation enables pre-service teachers to deconstruct and question their own subjective theories and routines of action.

CEFR Level: C1

ECTS Credits: 2

Groups: Mo 14-16, Tue 10-12

Contact: Ms Lisa Klassen, klassen@uni-trier.de

LING 502 METH *Teaching Grammar*

In this course, we will look at one of the “core competences” of the teaching profession: lesson planning. In the course of planning English lessons, teachers (have to) make a number of relevant decisions which are essential for the outcome and quality of the lesson. Lesson planning is a complex process which requires teachers to consider a number of factors which influence classroom practice (such as learners needs, the Curriculum etc.) This course seeks to provide opportunities to practice and acquire skills in planning English lessons. In particular, we will look at what methodological formats, learning scenarios, and planning steps that have proven effective from classroom practice and how we can adapt these to the EFL classroom. In this course, will look at the following questions:

- What are the goals of English Language Teaching (ELT)?
- What are approaches to lesson planning in ELT (e.g.TBLT, PPP)?
- How do I formulate learning objectives?
- What is important to consider when planning an English lesson?

After introducing relevant theoretical concepts, the course also offers practical phases in which you will analyse, plan and reflect upon lessons that you will have created for a specific learning group of English. Thus, you will get the chance to plan and design materials for a learning group to promote language learning processes.

CEFR Level: C1

ECTS Credits: 2

Groups: Mon 10-12 Contact: Prof. Henning Rossa, rossa@uni-trier.de

LING 502 METH *Teaching Children's / Young Adult Literature*

Description to follow.

CEFR Level: C1

ECTS Credits: 2

Groups: Mo 8-10

Contact: Prof. Henning Rossa, rossa@uni-trier.de

LING 502 METH Teaching Strategies in the EFL-Classroom

In this course, we will have a look at instructional quality research in the field of TEFL and how videography can be used to develop and evaluate pre-service teachers' professional development and reflection skills. Together, we will explore the following questions:

- What is professional vision? What is instructional quality? And how are the two concepts related to each other?
- Why do teachers need to know about professional vision and instructional quality?
- What are characteristics of good English language teaching?
- How can teaching videos help teachers to reflect upon their performance?
- What kind of professional knowledge does a foreign language teacher need to become an expert?

These are all questions we will examine in this seminar. We will especially focus on lesson observation and how to evaluate teaching videos. After introducing relevant theoretical concepts, the course also offers practical units in which you might collaboratively create an observation scheme, observe, and reflect upon English lessons, as lesson observation enables pre-service teachers to deconstruct and question their own subjective theories and routines of action.

CEFR Level: C1

ECTS Credits: 2

Groups: Tue 10-12

Contact: Prof. Henning Rossa, rossa@uni-trier.de

LING 502 METH Understanding Errors in SLA

In this course, we will have a look at instructional quality research in the field of TEFL and how videography can be used to develop and evaluate pre-service teachers' professional development and reflection skills. Together, we will explore the following questions:

What is professional vision? What is instructional quality? And how are the two concepts related to each other?

- Why do teachers need to know about professional vision and instructional quality?

- What are characteristics of good English language teaching?
- How can teaching videos help teachers to reflect upon their performance?
- What kind of professional knowledge does a foreign language teacher need to become an expert?

These are all questions we will examine in this seminar. We will especially focus on lesson observation and how to evaluate teaching videos. After introducing relevant theoretical concepts, the course also offers practical units in which you might collaboratively create an observation scheme, observe, and reflect upon English lessons, as lesson observation enables pre-service teachers to deconstruct and question their own subjective theories and routines of action.

CEFR Level: C1

Groups: Tue 10-12

ECTS Credits: 2

Contact: Ms Laura Witz, witz@uni-trier.de

LIT 101V *Introduction to Literary Studies 1: Basic Concepts of Literary Analysis*

What is literature? To what purpose do we study it? And how do we approach texts from a critical perspective? This introductory seminar will deal with such essential questions and is intended to offer a guide to students entering the field of literary studies. Apart from discussing the nature of literature in general and concepts such as text, author, and reader in particular, we will look in detail at approaches to the interpretation of poetry, drama, and prose fiction, and will test these theories with the help of selected primary texts. In addition, we will address practical issues such as researching secondary literature and the use of bibliographies. In short, this seminar aims to provide newcomers with the tools of the trade necessary to the study of literature. Our accompanying text for the semester will be:

Klarer, Mario. *An Introduction to Literary Studies*. Routledge. The newer the edition, the better.

Klarer is available in the university library as a print or online medium.

The mandatory readings for this class include:

Fitzgerald, F. Scott. *The Great Gatsby*. 1925.

Hansberry, Lorraine. *A Raisin in the Sun*. 1959.

We will also watch the filmic adaptation of *The Great Gatsby* (dir. Lührman, 2013).

Read Fitzgerald before the semester begins in order to keep up. Fitzgerald and Hansberry are available via Reclam's "Rote Reihe."

EFR Level: B2+

ECTS Credits: 3 or 6

Groups: Thu 8:30-10

Contact: JProf. Nele Sawallisch, sawallisch@uni-trier.de

LIT 301 *British Short Stories*

Description to follow

CEFR Level: B2-C1

ECTS Credits: 3 or 4

Groups: Mo 10-12 or 14-16

Contact: Dr. Markus M Müller, markus.m.mueller@uni-trier.de

LIT 301 *Dark Reflections: Victorian Anxieties in the Mirror of Gothic Stories*

Description to follow

CEFR Level: B2-C1

ECTS Credits: 3 or 4

Groups: Tue 14-16

Contact: Brechje Bakker, BA, bakker@uni-trier.de

LIT 301 *The Global Anglophone Lyric: Poetry and/against Empire*

Poetry has long been a tool of resistance, a way to speak against erasure, colonization, and injustices. For many writers living under or after colonial rule, poetry becomes not just a means of expression, but a method of survival and cultural assertion. In this course, we will read and discuss global anglophone poems that respond to displacement, linguistic oppression, racial violence, and gendered marginalization. Our focus will be on how poets such as Oodgeroo Noonuccal, Warsan Shire, Fadwa Touqan, Kofi Anyidoho, and Tayi Tibble craft their work as acts of protest, identity-making, and resistance. We will also engage with scholarly texts that explore the political and ethical stakes of “writing while colonized,” and consider how translation, form, and voice function in a postcolonial context. This seminar approaches poetry as a powerful cultural and political force, not as an exercise in technical analysis. Together, we will ask what it means to read poetry as a response to historical violence and how these texts remain vital to contemporary conversations about literature, justice, and education.

CEFR Level: B2-C1

ECTS Credits: 3 or 4

Groups: Tue 12-14

Contact: Charlie Anton Geitlinger, MA, geitlinger@uni-trier.de

LIT 301 *Postcolonial Ecologies; Environmental Concerns in Anglophone Literatures*

Afrofuturism – that is, the prevalence of sci-fi imagery, futurist themes and high-tech innovation in Afro-centric literature and culture – gives a platform to African and African diasporic voices with “other stories to tell about culture, technology and things to come” (Dery et.al. 1993, 738). This seminar sets out to help students refine their theoretical approaches to the study of Afrofuturism and the Black speculative tradition, and to help develop their analytical faculties and critical thinking through a study of selected media which encompass fiction, music, film and art.

Given the wide-ranging and diverse global discussions which emerged from the release of Marvel's Black Panther movie in 2018, and the way it tangles with century-long debates about African futurity, Black science fiction, Afro-pessimism/-optimism and non-Western cosmologies, the need to study the conceptual framework of this cultural moment arises: what are the parameters of that moment, the edges of that framework? We will be examining not just Afrofuturist works and their authors, but also the social, ethical, spiritual, political and philosophical bases upon which this emerging field is being built. Throughout the term, we will explore Afrofuturism by looking at a selection of different media, such as music (ranging from Sun Ra to Janelle Monáe), fiction (such as Nnedi Okorafor's *Lagoon* and Rivers Solomon's *The Deep*), film and comic (i.e. the *Black Panther* franchise), and contemporary artists (for example Wangechi Mutu).

CEFR Level: B2-C1

ECTS Credits: 3 or 4

Groups: Wed 16-18

Contact: JProf. Jennifer Leetsch, leetsch@uni-trier.de

LIT 301 “I Love College”: The Campus Novel in Anglophone Literatures

With his 2009 released song “I Love College” Asher Roth gave voice to the importance of an institution which has shaped American culture unlike any other: the university. Since the 1950s, college campuses have become a popular setting in British and American literature, forming the genre of the campus novel. The closed environment of the campus, thereby, renders visible social structures that exist outside of the ivy-covered brick walls of academia's ivory towers. In this seminar, we will look closely at the campus novel as a genre. Using Kingsley Amis's *Lucky Jim* (1954) and Nell Zink's *Mislaid* (2015) as exemplary campus novels, we will examine how the genre depicts issues of gender and race, as well as power structures that influence and restrict the former. By contrasting the two novels, we can also discuss changes within the depiction of the aforementioned social issues and trace the development of the genre.

CEFR Level: B2-C1

ECTS Credits: 3 or 4

Dates: Fri 10-13 (24/10/2025); Fri 10-16:30

(14/11/2025; 05/12/2025; 09/01/2025)

Contact: Maria Wiegel MA, wiegel@uni-trier.de

LIT 501 A *History of English Literature in Selected Poems*

Description to follow

CEFR Level: C1

ECTS Credits: 4, 6 or 8

Groups: Tue 14-16; Thu 14-16

Contact: Prof Ralf Hertel, hertel@uni-trier.de

LIT 501 *New Zealand Literature*

Description to follow

CEFR Level: C1

ECTS Credits: 4, 6 or 8

Groups: Wed 08-10 or 12-14

Contact: Dr Markus M. Müller, markus.m.mueller@uni-trier.de

LIT 501 *African American Life Writing*

This course explores how life writing by African Americans has reflected African American identities, challenged dominant narratives, and helped shape new understandings of self and community. Through an examination of various (text) forms, including slave narratives, autobiographies, oral histories, and contemporary media, we will explore how African American voices have chronicled lived experience. By focusing on the stories of both the "influential and the disenfranchised" (Monticello and Tucker), we will explore how life writing has been a powerful means of resistance and social change.

CEFR Level: C1

ECTS Credits: 4, 6 or 8

Groups: Wed 08-10

Contact: Julia Schwarzmeier, schwarzmeier@uni-trier.de