

University of Education Weingarten

Germany



Pädagogische
Hochschule Weingarten



Courses in English
Winter Term 2023 - 24





Language Awareness

Eng00001

3 Credit Points

Through a variety of communicative approaches, we will discover, learn, and practise different aspects of the English language with a strong focus on grammar. Theoretical material as well as practical tasks and activities will be included in this course.

The class language is English and you are encouraged

and expected to participate actively in English. You can do it!

Assessment is dependent on your study program. It may be a learning log, essay, or exam. Students will be informed in class and on the syllabus.

Introduction to Secondary TEFL

Eng00002

3 Credit Points

The seminar provides an introduction to the principles, methods and procedures of teaching English as a foreign language in secondary schools. Apart from

the theoretical background of teaching English to learners of secondary schools, the course will also provide practical examples to illustrate the theory.

Academic Writing

Eng010012

3 Credit Points

This course will give you the opportunity to improve your academic writing skills and research skills through a variety of activities and exercises.

These also include developing critical reading skills in order to evaluate sources and each other's work.

Culture 2: Indigenous Studies

Eng01001

3 Credit Points

This course will give an overview of the struggles, challenges, and victories of the Indigenous Peoples of Canada. History, geography, and terminology (Can "Indian" be used?) will be introduced. Students will be afforded the opportunity to discuss the issues facing the First Nations and come to a better understand-

ing of the interaction between them and the rest of the world. Students are not required to have previous knowledge of the topic to participate in the course.



Advanced Primary Foreign Language Teaching: Teaching short narrative texts: tales, rhymes, songs

Eng01003

5 Credit Points

This master class deals with different short narrative texts. The tales, rhymes and songs will be analysed systematically. The analyses will be taken as a basis

for classroom ideas to be developed for the use in the primary EFL classroom.

Heterogeneous Classrooms: Including everybody!

Eng01004

3 Credit Points

In the past decades, academic diversity in schools has increased substantially. Apart from 'general' individual differences, there are larger numbers of second-language learners in our schools, many different cultures, as well as an increasing number of students with Special Educational Needs. How does EFLT

respond to the growing diversity in our classrooms and how can English teachers ensure that all students are included? In this seminar we will be looking at approaches and teaching strategies suitable to cater to all individuals in our heterogeneous EFL-classrooms.

Advanced Writing

Eng01005

3 Credit Points

In this course, you will improve your writing skills by reading and analyzing texts as well as writing a variety of texts. Assignments will be completed in and outside of the classroom. To pass this course, 60% of

assignments must be completed by the assigned due dates.

Cultural 2: Current Events

Eng01007

3 Credit Points

In this course, you will discuss, analyze and examine news in English speaking countries around the world. This course will also help you improve your reading skills, critical thinking skills, and speaking skills through a variety of activities and exercises on a range of current topics. The classroom language is

English. To pass this course, 60% of the assignments and the group project must be completed by the assigned due dates.



Interactive Competence

Eng01008

3 Credit Points

This course will give you the opportunity to improve your English language skills through a variety of speaking, writing, listening, and reading exercises and activities. The material covered in this class will include chapters from *Speakout: Upper Intermediate Students' Book* (Francis Eales and Steave Oakes). The aims of this course are for you to be able to speak at the CEFR B2 + to C1 level.

Coursework: Students will be asked to prepare a warm-up for class, maintain a warm-up journal, and create 2 video presentations, along with doing regularly assigned homework.

Language & Participation: English is the classroom language. Learning a language is an interactive process that requires a willingness to take risks. Therefore, it is important that you actively participate in activities and discussions, thereby learning to overcome your inhibitions. There are many benefits to participating in class including getting to know your classmates, gaining confidence and having fun!

Introduction to Cultural Studies

Eng01009

3 Credit Points

In this course, we will gain insight into the field of cultural studies, a study of culture, and make connections with the EFL classroom. To do this, we will read, watch, examine, think about, respond to, and discuss a variety of topics, texts, and media. We will learn about “cultural studies”, research topics related to cultural studies, read critically, discuss different topics, and produce individual and collaborative work. The class language is English and you are encour-

aged and expected to actively participate in class discussions and activities in English. You can do it! A variety of assignments will be completed inside and outside of the classroom. To pass this course, students must complete 60% of all assignments by the due dates. This course corresponds with the PO 2015 Cultural Studies or Cultural Studies Overview.

Introduction to Primary TEFL

Eng01010

3 Credit Points

The seminar offers an introduction to the principles and procedures of teaching English in the Primary School classroom. Apart from the theoretical background of teaching English to young learners the

course will also provide practical examples to illustrate the theory.



Culture 1: UK in text and film

Eng01011

3 Credit Points

This course offers an overview of some major developments and transformations in British literature and culture. With its focus on history it will make students familiar with the key events in British History.

We will also have a look at some films that are closely connected with the cultural topics.

TEFL: Task-Based Language Learning. Creating Tasks

Eng01014

3 Credit Points

Description of contents: Task-based language learning (TBLL) and teaching (TBLT) refers to a strong version of Communicative Language Teaching. As described in the CEFR (Council of Europe 2001), as well as demanded in the German "Bildungsplan" the overall aim of English as a Foreign Language Learning and Teaching is that students acquire intercultural communicative competence in a task-based way. In this seminar we want to take a closer look at tasks and what differentiates them from 'simple' exercises. We will explore in how far they are suitable to cater to necessary conditions in terms of foreign language

learning - Input, Interaction, Output - and variables that influence language learning. Accordingly, we will be looking at linguistic, psycholinguistic, (neuro) psychological foundations, as well as methodological perspectives.

After having dealt with these theoretical foundations the participants of this seminar are supposed to analyse and reflect on tasks as well as finally create tasks that are suitable for heterogeneous learner groups in primary and secondary classrooms.

Linguistics 1: Sociolinguistic and Pragmatic Variation of English

Eng01015

3 Credit Points

Students who have learnt English in EFL-classrooms are sometimes surprised when they travel to English-speaking countries and encounter varieties of English that sound different from the variety they have been exposed to at school. Just like the German language, the English language is characterized by many regional varieties that may be quite different from so-called 'standard' varieties such as RP (Received Pronunciation) or GA (General American). The main purpose of this course is to make students aware of principal

distinguishing features of different varieties of English. We will also examine 'social dialects' by discussing the influence of factors such as class, professional status, age, ethnic background and sex on language use. Literatur: Recommended book: Gramley, S., Gramley, V. & Pätzold, K.-M. (2021). A Survey of Modern English (3rd ed.). London & New York: Routledge.



Literature 1: Children's Books and Teenage Fiction

Eng01013

3 Credit Points

Interactive Competences for School

Eng010016

3 Credit Points

This course will give you the opportunity to improve your English language skills through a variety of speaking, writing, listening, and reading exercises and activities. The material covered in this class will include chapters from *Speakout: Upper Intermediate Students' Book* (Francis Eales and Steave Oakes). The aims of this course are for you to be able to speak at the CEFR B2 + to C1 level.

Course

Requirements:

Attendance: Students are expected to attend class regularly, arrive punctually and to participate actively in partner and group discussions.

Coursework: Students will be asked to prepare a warm-up for class, maintain a warm-up journal, and create 2 video presentations,

along with doing regularly assigned homework. Language & Participation: English is the classroom language. Learning a language is an interactive process that requires a willingness to take risks. Therefore, it is important that you actively participate in activities and discussions, thereby learning to overcome your inhibitions. There are many benefits to participating in class including getting to know your classmates, gaining confidence and having fun!

Literatur: The material covered in this class will include chapters from *Speakout: Upper Intermediate Students' Book* (Francis Eales and Steave Oakes).

TEFL: Assessing Language Competence

Eng01018

3 Credit Points

The seminar deals with the different language skills and how they can be taught and assessed in the EFL classroom.

Apart from this, the participants will also be given the chance to self-assess their own language performance..

Literature & Culture: Young Adult Film

Eng01020

3 Credit Points

The seminar will discuss the nature and evolution of young adult films with particular emphasis on its current condition and its value to its intended audience. Another focus will be the cultural analysis of the films. This literature seminar is based on the theoretical maxim that films should be considered lit-

erary works. Therefore, the reception of whole films is mandatory. This is accompanied by the fact that you may have to buy films yourself.



Introduction to Second Language Acquisition

Eng01021

3 Credit Points

This course aims to deepen and broaden students' understanding of second language acquisition and learning by introducing influential theoretical models of first and second language acquisition. It offers a general introduction to scientific research into how

people learn a second language, as well as key psychological factors underpinning language development.

Advanced Foreign Language Teaching: Literature: Teaching Shorties

Eng01022

3 Credit Points

This course takes various short narrative texts, poems, and one-act plays or sketches into account. How can be dealt with them in the EFL-class-

room, which teaching approaches are relevant and what are their potentials and challenges?

English for All: Training your English Language Skills

Eng01030

3 Credit Points

You would like to brush up and expand your English skills? Then come and join the course 'English for all'. A variety of different activities, exercises and worksheets will help you to improve your speaking, listening, reading and writing skills in English. The course will cover topics on current news and is-

sues, everyday language, culture, society, people, geography, history, etc. Grammar topics will be adjusted according to the needs of the participants. Participants should bring along A2/B1 level English skills.

Adv. Cultural Studies: USA – Manifest Destiny, Civil War, Civil Rights Movement

Eng01041

3/5 Credit Points

This course is designed to help you develop an informed perspective on US American history and its challenges. The class is conceived of as a complement to a more general cultural studies course. Therefore, instead of focusing on a wide range of topics and con-

texts, we will only engage in a few particularly significant case studies that is Manifest Destiny, American Civil War and Civil Rights Movement. We might also watch films within and after seminar sessions.



Advanced Literary Studies: Multicultural Literature

Eng01043

3 Credit Points

Advanced Literary Studies This course is a survey of British literature by writers with distinct national, social, or ethnic identities. This survey involves reading, analyzing, and interpreting significant literary works within their historical, social, and cultural contexts. Diversity in literature goes beyond ethnicity. Diversity may include the various facets of sexuality and gender, cultural, and societal groups. The seminar will discuss the nature and evolution of multicultural literature with particular emphasis on its current condition and its value to its intended readership. As this literature seminar is also based on the theoretical maxim that films should be considered literary

works, we will also include multicultural films in our discussions. Since the reception of whole films is mandatory too, you may have to buy films as well as books. Students are asked to buy the following novels before the seminar starts:

- * Evaristo, Bernardine (2018). *Girl, Woman, Other*. Penguin Books.
- * Wheatle, Alex (2020). *Cane Warriors*. Anderson Press. In diesem Seminar sind Studienleistungen einzubringen.

Advanced Foreign Language Teaching Linguistics: Gamification

Eng02029(3 Sessions before beginning of semester)

5 Credit Points

This seminar takes place as a virtual exchange project with teachers all over Europe as part of the VALIANT research project. First of all, students receive didactic input on the use of gamification in foreign language teaching. Gamification means the integration and use of playful elements in a normally non-playful context and aims to maintain motivation to learn. Then, small student groups cooperate with European teachers in virtual exchange projects and develop 'gamified' teaching/learning materials for their classes. The teachers then test these in their classes and give feed-

back to the groups. Finally, all participants will reflect together on the suitability and use of gamification and the materials developed. Due to the cooperation projects, there is a limit to the number of participants. There will be 2 additional online meetings with teachers (attendance compulsory). The dates will be set at the beginning of term.



Media project

Md / Ind01020

5 Credit Points

Teams of students conduct software engineering projects to develop interactive web applications (e.g. based on Node.JS or the Ruby on Rails framework). Within the context of current research, the students analyze the requirements of the software system, and design and implement the software. Applying agile meth-

ods and techniques, the students get hands-on experience with modern project management and tools. As a prerequisite, participants should have attended the seminar "M2 - Developing interactive software applications" or have acquired comparable qualifications.

Teaching and learning with computer-aided media

Md01013

2 Credit Points

This course provides an overview on the fundamentals of technology-based learning, underlying

theories, models, and standards, as well as tools and application examples.

Project Seminar Aspects of the Development of Computer Supported Media

Eng01021

5 Credit Points

Teams of students conduct software engineering projects to develop interactive web applications (e.g. based on Node.JS or the Ruby on Rails framework). Within the context of current research, the students analyze the requirements of the software system, and design and implement the software. Applying agile meth-

ods and techniques, the students get hands-on experience with modern project management and tools. As a prerequisite, participants should have attended the seminar "M2 - Developing interactive software applications" or have acquired comparable qualifications.

Information Visualization and Visual Analytics

Md01019

2 Credit Points

This course introduces theoretical basics of game-based learning and serious games. Further topics are: Interactive Digital Storytelling, Interactive Videos,

Location Based Applications and learning with tangibles.

Eduainment

Md01027

2 Credit Points

This course introduces theoretical basics of game-based learning and serious games. Further topics are: Interactive Digital Storytelling, Interactive Videos,

Location Based Applications and learning with tangibles.



International Education: Systems, Policies and Practices

EW01070

3 Credit Points

This seminar is aimed at incoming international students as well as students of UoE Weingarten who plan to go abroad or have already done so. After introducing students to the current state of the German / Baden-Württemberg educational system and to current issues in education, international teams of

students will give internationally comparative presentations on current issues in education. The seminar is combined with 2-3 excursions to regional educational institutions (such as museums, schools, nature reserve information centres...), it is necessary to subscribe to the respective separate course in LSF.

Excursions to regional educational institutions for incoming international students

1005001

2 Credit Points

The seminar "International Education: Systems, Policies and Practices" is complemented by 2-3 one-day excursions for incoming international students. During the excursions participants are introduced to educational approaches implemented at different educational institutions (such as museums etc.), as well as to aspects of regional educational history.

er with participants to coordinate with their learning schedules. Participants are expected to hand in written assignments reflecting on the topics introduced during the excursions and relating them to the contexts of their home countries. The overall workload corresponds to 2 ECTS/Credit Points.

Dates of the excursions are to be determined together

Schule und Unterricht im Blick der Geschlechterforschung und Diversity Management

EW01035

5 Credit Points

Gender research perspectives on learning, teaching and leading in school In the seminar, the question will be pursued which main ideas can be drawn from about 50 years of school-related gender research on the levels of teaching, learning and leadership and which current perspectives for developments in the school system and the single school can be de-

rived from it. Among those perspective will be the one that leads from a gender perspective to a diversity perspective with a view to actors and structures. If international students participate, it will be possible to work in English. The workload will include readings, discussions, elaborations and practical application.



Other Courses:

TEFL Linguistics: Current Issues in ELT

Eng01023

3 Credit Points

TEFL: Literature and Culture

Eng01025

3 Credit Points

Advanced Linguistics: L2 Vocabulary

Eng01042

3 Credit Points

Advanced Foreign Language Teaching Culture: Integrating the SDGs and Culture in the EFL classroom

Eng01019

5 Credit Points

The Sustainable Development Goals (SDGs) are 17 goals defined by the United Nations to tackle the world's largest problems by 2030. Studying the goals is part of a broader, international approach to learning. We will take a Task-Based approach to integrating these culture and global sustainability issues as well as create material for various EFL classroom contexts.

This course is also conceived as part of a “virtual exchange,” that will link our class to another class at the Universidade Federal de Santa Catarina in Brazil. You will work together in small project groups on collaborative tasks, developing your language, intercultural competence and digital skills. The virtual exchange will take place over a 6/7-week period, and your project groups will meet on a weekly basis. in addition to our class time, you will be required to attend our in person class as well as meet on a weekly basis with your project group throughout the 6 weeks of our exchange:

PLEASE NOTE: If you wish to enroll for this class, in addition to our class time, you will be required to attend our in person class as well as meet on a weekly basis with your project group throughout the 6 weeks of our exchange:

The first kick-off synchronous meeting will not be held due to time issues.

The final synchronous meeting will be on Friday, June 16th (time to be announced)

The regular meeting time slot for project groups will be decided upon with your group members. You must try to find a day/time to meet on a regular basis!

The success of a virtual exchange depends on all members attending on a regular basis, so please make sure to find the time to meet with your group weekly.



Beyond the bake sale - family-school partnerships in the context of newly immigrated families

EW01224

3 Credit Points

With the start of the war in Ukraine, teachers are once again confronted with a wave of students who, on the one hand, have little or no knowledge of the German language and, on the other hand, are heavily burdened with emotional baggage. This has already led to major challenges in the recent past.

Since late summer 2015 more than one million refugees have come to Germany, fleeing wars, terrorism, economic hardship or climate change in Africa (Law & Eckes 2010; Schlechter et al. 2019). In the light of this migration movement, the situation in schools in Germany has also changed significantly (Schlechter et al. 2019). School systems are straining to meet the needs of these newcomers, trying to put together quality programmes that will meet their needs (Law & Eckes 2010; Schlechter et al. 2019; Schroeder 2018, 8). In this seminar, part of a possible quality

programme will be shown that was developed with the purpose to support a German secondary school to meet these challenges within the framework of a five-way model of school improvement. The model's focus is on the development of staff, instruction, organization, cooperation and family engagement with regard to students with German as a second language. The main focus in this seminar is set on family engagement development as one of the five elements.

This seminar is conducted in blended learning. Participants will also work collaboratively in partner and group work.

Requirements: Active and regular participation; reading of texts (in English); two written reflections.

Building Bridges across Cultures

Eng02002

Our series of four online sessions are your passport to a successful stay, whether abroad or in Weingarten!

The "Building Bridges across Cultures" Intercultural Training will focus among other things on:

- reflecting on your own sociocultural background
- learning to change perspectives

- developing skills to communicate with people from different cultural backgrounds
- recognizing and minimizing culture shock
- getting to know others you will meet here in Weingarten or abroad
- and having a lot of fun...



Women and theology: viewpoints, voices and 'vitae' within the Christian tradition

Rel01090

3 Credit Points

This course is open to all students who had English as a subject at school. We will be reviewing themes such as religion and theology, and the roles and ideas of female authors and of historical figures. We will consult both historical texts and contemporary media (print and visual). Texts from various sources will be considered and discussions and exercises will stimulate a conversation between the positions represented by these texts and notions commonly found within the Christian theological and spiritual tradition.

The language of instruction is English and participants will be encouraged to take part in our class discussions in accordance with their language skills.

Students of catholic theology or protestant theology:

Ethical Naturalism: Anthropology and Ethics

PE010123

3 Credit Points

In the field of ethics, we should avoid any naturalistic fallacy. The ties of kinship does not mean that we ought to treat people (or animals) who are not as close (e.g. future generations) without responsibility. By contrast, ethical naturalist claim that for human beings nature determines good (e.g. life) and bad (e.g.

death). Anthropology is important for ethics. What does that mean for ethics education? How can we discuss with student who argue with regard to evolution or primate biology? We will read text of contemporary as well as classical authors.