

ENGLISCHES SEMINAR I**S P R A C H P R A X I S****I n t r o d u c t o r y L a n g u a g e C o u r s e****41201 Introductory Language Course**

2 SWS; Übung; Max. Teilnehmer: 120

Mo. 10 - 11.30, 103 Philosophikum, S 83
 Di. 16 - 17.30, 106 Seminargebäude, S16
 Do. 14 - 15.30, 103 Philosophikum, S 90
 Fr. 12 - 13.30, 103 Philosophikum, S 83
 Fr. 12 - 13.30, 103 Philosophikum, S 76
 Fr. 10 - 11.30, 106 Seminargebäude, S01

R.Anderson
 R.Buchbender
 T.Ford
 S.Jackson

This compulsory intensive language course is usually taken in the first semester. Students are expected to do substantial preparation at home and complete three written tasks to a satisfactory standard in order to gain credit for active participation. BA Unterrichtsfach Englisch and BA English Studies (enrollment WS12 / 13 or later) students need this 'active participation' credit in order to take the end-of-module exam. BA English Studies (enrollment before WS12/13) students and students studying under the Lehramt 2003 module system do an exam at the end of the semester in order to achieve a 'Leistungsnachweis'. Students MUST attend the first class to secure their place.

Note: Additional places in this class will be allocated by the instructor. If KLIPS has not assigned you a place, please email the instructor.

E s s a y W r i t i n g I**41216 Essay Writing I**

2 SWS; Übung; Max. Teilnehmer: 288

Mo. 8 - 9.30, 103 Philosophikum, S 85
 Mo. 12 - 13.30, 103 Philosophikum, S 90
 Mo. 14 - 15.30, 103 Philosophikum, S 90
 Mo. 12 - 13.30, 103 Philosophikum, S 85
 Mo. 10 - 11.30, 103 Philosophikum, S 85
 Di. 8 - 9.30, 103 Philosophikum, S 85
 Di. 10 - 11.30, 103 Philosophikum, S 85
 Di. 12 - 13.30, 103 Philosophikum, S 85
 Mi. 8 - 9.30, 103 Philosophikum, S 85
 Do. 10 - 11.30, 103 Philosophikum, S 85
 Do. 12 - 13.30, 103 Philosophikum, S 85
 Do. 14 - 15.30, 103 Philosophikum, S 85
 Do. 10 - 11.30, 103 Philosophikum, S 90
 Do. 14 - 15.30, 103 Philosophikum, S 81
 Fr. 10 - 11.30, 103 Philosophikum, S 85
 Fr. 8 - 9.30, 103 Philosophikum, S 85

S.Allan
 R.Anderson
 R.Buchbender
 M.Fitzpatrick

S. Jackson
S. Newman
E. Start
T. Ford

This course is ONLY for students studying under the LA 2003 module system, or BA students (English Studies) who have PASSED the ILC end-of-semester exam, or BA students (Education) and BA English Studies (from WS 2012 onwards) who have received credit for active participation in the ILC. It is usually taken in the second semester.

This course will help students develop strategies for writing a variety of academic texts, but will focus on the essay form. At the same time as improving written accuracy and learning useful phrases, we will practise key transferable writing skills such as creating outlines, developing a concrete thesis, using helpful topic sentences, and editing and redrafting. Students will not only hone their own writing skills in this class, but will also practise evaluating and giving feedback on others' writing.

Students MUST attend the first class to secure their place. Additional places in this class will be allocated by the instructor. If KLIPS has not assigned you a place please e-mail the instructor.

Linguistic Practice: Grammar

41231 Linguistic Practice: Grammar_1

2 SWS; Übung; Max. Teilnehmer: 80

Mo. 12 - 13.30, 103 Philosophikum, S 56

K. Lenz

This course has three aims. First, it will practise linguistic description in order to help you see how English 'works'. Second, it will improve your skills as observers and analysts of language, enabling you to identify and describe grammatical phenomena in a precise manner. Third, it will help you to use English more confidently with respect to grammar and enable those who are training to be teachers to explain grammatical phenomena. The course therefore provides a descriptive overview of the structure of the English language. Basic concepts and terminology in syntax and morphology are explained and illustrated in the context of a detailed examination of the major areas of English grammar.

This compulsory language course should be taken in the first or second semester. You are expected to prepare for the course at home. Course materials have to be downloaded from ILIAS. Regular attendance is not obligatory but recommended, and if you attend classes you are expected to participate actively. In order to obtain credit points, you must pass a written end-of-term test (details t.b.a.).

If you have been assigned a place by KLIPS, you MUST attend the first class to secure your place, otherwise you will be deleted from the KLIPS list. If you have not been assigned a place by KLIPS, please DO NOT email the instructor. Instead, simply come along to the first class and we will do our best to fit you in.

41232 Linguistic Practice: Grammar_2

2 SWS; Übung; Max. Teilnehmer: 80

Di. 14 - 15.30, 103 Philosophikum, S 56

M. Klages-Kubitzki

This course has three aims. First, it will practise linguistic description in order to help you see how English 'works'. Second, it will improve your skills as observers and analysts of language, enabling you to identify and describe grammatical phenomena in a precise manner. Third, it will help you to use English more confidently with respect to grammar and enable those who are training to be teachers to explain grammatical phenomena. The course therefore provides a descriptive overview of the structure of the English language. Basic concepts and terminology in syntax and morphology are explained and illustrated in the context of a detailed examination of the major areas of English grammar.

This compulsory language course should be taken in the first or second semester. You are expected to prepare for the course at home. Course materials have to be downloaded from ILIAS. Regular attendance is not obligatory but recommended, and if you attend classes you are expected to participate actively. In order to obtain credit points, you must pass a written end-of-term test (details t.b.a.).

If you have been assigned a place by KLIPS, you MUST attend the first class to secure your place otherwise you will be deleted from the KLIPS list. If you have not been assigned a place by KLIPS, please DO NOT email the instructor. Instead, simply come along to the first class and we will do our best to fit you in.

41233 Linguistic Practice: Grammar_3

2 SWS; Übung; Max. Teilnehmer: 90

Mi. 10 - 11.30, 100 Hauptgebäude, Hörsaal XXI

M. Klages-Kubitzki

This course has three aims. First, it will practise linguistic description in order to help you see how English 'works'. Second, it will improve your skills as observers and analysts of language, enabling you to identify and describe grammatical phenomena in a precise manner. Third, it will help you to use English more confidently with respect to grammar and enable those who are training to be teachers to explain grammatical phenomena. The course therefore provides a descriptive overview of the structure of the English language. Basic concepts and terminology in syntax and morphology are explained and illustrated in the context of a detailed examination of the major areas of English grammar.

This compulsory language course should be taken in the first or second semester. You are expected to prepare for the course at home. Course materials have to be downloaded from ILIAS. Regular attendance is not obligatory but recommended, and if you attend classes you are expected to participate actively. In order to obtain credit points, you must pass a written end-of-term test (details t.b.a.).

If you have been assigned a place by KLIPS, you MUST attend the first class to secure your place, otherwise you will be deleted from the KLIPS list. If you have not been assigned a place by KLIPS, please DO NOT email the instructor. Instead, simply come along to the first class and we will do our best to fit you in.

41234 Linguistic Practice: Grammar_4

2 SWS; Übung; Max. Teilnehmer: 80

Mi. 16 - 17.30, 103 Philosophikum, S 56

R. Buchbender

This course has three aims. First, it will practise linguistic description in order to help you see how English 'works'. Second, it will improve your skills as observers and analysts of language, enabling you to identify and describe grammatical phenomena in a precise manner. Third, it will help you to use English more confidently with respect to grammar and enable those who are training to be teachers to explain grammatical phenomena. The course therefore provides a descriptive overview of the structure of the English language. Basic concepts and terminology in syntax and morphology are explained and illustrated in the context of a detailed examination of the major areas of English grammar.

This compulsory language course should be taken in the first or second semester. You are expected to prepare for the course at home. Course materials have to be downloaded from ILIAS. Regular attendance is not obligatory but recommended, and if you attend classes, you are expected to participate actively. In order to obtain credit points, you must pass a written end-of-term test (details t.b.a.).

If you have been assigned a place by KLIPS, you MUST attend the first class to secure your place, otherwise you will be deleted from the KLIPS list. If you have not been assigned a place by KLIPS, please do NOT email the instructor. Instead, simply come along to the first class and we will do our best to fit you in.

Linguistic Practice: Phonetics and Phonology

41235 Linguistic Practice: Phonetics and Phonology_1

2 SWS; Übung; Max. Teilnehmer: 80

Di. 10 - 11.30, 105 Hörsaalgebäude, Hörsaal G

B. Abel

This course has three aims. First, it will practise linguistic description in order to help you see how the English sound system 'works'. Second, it will improve your skills as observers and analysts of spoken language, enabling you to identify and describe phonological phenomena in a precise manner. Third, it will help you to use English more confidently with respect to pronunciation. This course therefore offers a general as well as a language-specific introduction to phonetics and phonology. We will start by analyzing the organs of speech and the articulation of speech sounds. We will then survey various phenomena which characterize the sound structure and pronunciation of English. The course will also provide practical training in phonemic transcription.

This compulsory language course should be taken in the first or second semester. You are expected to prepare for the course at home. Course materials have to be downloaded from ILIAS. Regular attendance is not obligatory but recommended, and if you attend classes you are expected to participate actively. In order to obtain credit points, you must pass a written end-of-term test (details t.b.a.).

If you have been assigned a place by KLIPS, you MUST attend the first class to secure your place, otherwise you will be deleted from the KLIPS list. If you have not been assigned a place by KLIPS, please DO NOT email the instructor. Instead, simply come along to the first class and we will do our best to fit you in.

41236 Linguistic Practice: Phonetics and Phonology_2

2 SWS; Übung; Max. Teilnehmer: 75

Mi. 10 - 11.30, 103 Philosophikum, S 67

B. Abel

This course has three aims. First, it will practise linguistic description in order to help you see how the English sound system 'works'. Second, it will improve your skills as observers and analysts of spoken language, enabling you to identify and describe phonological phenomena in a precise manner. Third, it will help you to use English more confidently with respect to pronunciation. This course therefore offers a general as well as a language-specific introduction to phonetics and phonology. We will start by analyzing the organs of speech and the articulation of speech sounds. We will then survey various phenomena which characterize the sound structure and pronunciation of English. The course will also provide practical training in phonemic transcription.

This compulsory language course should be taken in the first or second semester. You are expected to prepare for the course at home. Course materials have to be downloaded from ILIAS. Regular attendance is not obligatory but recommended, and if you attend classes you are expected to participate actively. In order to obtain credit points, you must pass a written end-of-term test (details t.b.a.).
If you have been assigned a place by KLIPS, you MUST attend the first class to secure your place, otherwise you will be deleted from the KLIPS list. If you have not been assigned a place by KLIPS, please DO NOT email the instructor. Instead, simply come along to the first class and we will do our best to fit you in.

41237 Linguistic Practice: Phonetics and Phonology_3

2 SWS; Übung; Max. Teilnehmer: 80

Mo. 16 - 17.30, 103 Philosophikum, S 89

M. Klages-Kubitzki

This course has three aims. First, it will practise linguistic description in order to help you see how the English sound system 'works'. Second, it will improve your skills as observers and analysts of spoken language, enabling you to identify and describe phonological phenomena in a precise manner. Third, it will help you to use English more confidently with respect to pronunciation. This course therefore offers a general as well as a language-specific introduction to phonetics and phonology. We will start by analyzing the organs of speech and the articulation of speech sounds. We will then survey various phenomena which characterize the sound structure and pronunciation of English. The course will also provide practical training in phonemic transcription.

This compulsory language course should be taken in the first or second semester. You are expected to prepare for the course at home. Course materials have to be downloaded from ILIAS. Regular attendance is not obligatory but recommended, and if you attend classes you are expected to participate actively. In order to obtain credit points, you must pass a written end-of-term test (details t.b.a.).

If you have been assigned a place by KLIPS, you MUST attend the first class to secure your place, otherwise you will be deleted from the KLIPS list. If you have not been assigned a place by KLIPS, please DO NOT email the instructor. Instead, simply come along to the first class and we will do our best to fit you in.

A d v a n c e d L a n g u a g e C o u r s e**41239 Advanced Language Course**

2 SWS; Übung; Max. Teilnehmer: 220

Mo. 8 - 9.30, 103 Philosophikum, S 55

Mo. 10 - 11.30, 103 Philosophikum, S 66

Mo. 14 - 15.30, 102 (Studierenden-Service-Center [SSC]), S 37

Do. 14 - 15.30, 341 Rechenzentrum, Berrenrather Str., S342

Do. 8 - 9.30, 103 Philosophikum, S 81

Do. 17.45 - 19.15, 103 Philosophikum, S 66

Fr. 12 - 13.30

Fr. 14 - 15.30, 103 Philosophikum, S 55

Fr. 12 - 13.30, 103 Philosophikum, S 63

R. Anderson
R. Buchbender
M. Fitzpatrick
S. Newman
E. Start

T. Ford

This is an advanced course for students studying either on the LA 2003 programme, for a BA in English Studies, or a BA in Education. It MUST be taken before the Essay Writing II for B.A. course. All students should have successfully completed the introductory module BM 1 before taking this course.

The course will improve students' written and spoken fluency; their awareness and use of idiomatic English as well as their accuracy in using complex grammatical constructions. These aims will be achieved in at least three ways. Firstly, we will work with different authentic materials, both textual and audiovisual. Secondly, we will consider the cultural and social context in which such texts are produced. Thirdly, students will be made aware of the impact of situational context on the language used by native speakers. Students will be expected to communicate effectively in groups; produce linguistically sophisticated and appropriate text; and demonstrate an understanding and awareness of the aforementioned contexts in order to get credit for the course.

Students MUST attend the first class to secure their place. Additional places in this class will be allocated by the instructor. If KLIPS has not assigned you a place please e-mail the instructor.
Gruppe 6 (Newman): Der Kurs findet im SSC in Raum 1.220 (Sprachlabor I) statt.

R h e t o r i c s i n P r a c t i c e / R h e t o r i c a l S k i l l s

41247 Rhetorics in Practice

2 SWS; Übung; Max. Teilnehmer: 180

Mo. 14 - 15.30, 103 Philosophikum, S 81

Mo. 14 - 15.30

Di. 17.45 - 19.15, 103 Philosophikum, S 85

Di. 14 - 15.30, 103 Philosophikum, S 85

Di. 12 - 13.30, 103 Philosophikum, S 75

Mi. 12 - 13.30, 103 Philosophikum, S 85

Fr. 14 - 15.30, 103 Philosophikum, S 83

Fr. 12 - 13.30, 103 Philosophikum, S 85

k.A., n. Vereinb

S.Allan
R.Anderson
R.Buchbender
S.Jackson
M.Fitzpatrick
S.Newman
E.Start
T.Ford

This course will focus on developing students' oral and aural skills. Emphasis will be placed on analysing and practising different types of prepared and spontaneous oral presentation to enable students to appreciate the techniques appropriate to speaking and listening in diverse contexts. As well as increasing their self-confidence when speaking and leading discussions, students will learn how to tailor their spoken English to a particular group of listeners; use techniques to emphasise points and keep their listeners interested; manage the time at their disposal and respond effectively to questions. The course will not only give students the opportunity to assess their own performance, but also to give constructive feedback to other students.

Students MUST attend the first class to secure their place, and consistent attendance as well as active participation are required to obtain credit for the course.

Additional places in this class will be allocated by the instructor. If KLIPS has not assigned you a place please e-mail the instructor.

Please note that course No. 7 taught by S. Newman is a BLOCKSEMINAR!

The Blockseminar will take place on:

20th March 10-17.00

24th March 10-17.00

25th March 10-17.00

in ROOM S82

Please note - there will be breaks for lunch etc.

FULL attendance as well as active participation in this intensive class are required to obtain the credit for the course. Course materials will be provided on the first day of the course.

NB If you sign up for the course, and KLIPS does not allocate you a place, and you are sure you want to attend, please email me: sigrid.newman@uni-koeln.de

ALSO: IF KLIPS ALLOCATES YOU A PLACE AND YOU NO LONGER WISH TO TAKE THE COURSE, YOU MUST INFORM ME VIA EMAIL WELL BEFORE THE FIRST DAY OF THE COURSE. Sanctions will be taken against any student who fails to do this, as it is unacceptable and unprofessional behaviour.

Gruppe 3 (Anderson): Der Kurs findet im SSC in Raum 1.222 (Sprachlabor III) statt.

E s s a y W r i t i n g I I

41257 **Essay Writing II**

2 SWS; Übung; Max. Teilnehmer: 90

Di. 10 - 11.30, 103 Philosophikum, S 89

Di. 14 - 15.30, 103 Philosophikum, S 63

Di. 8 - 9.30, 103 Philosophikum, S 69

S.Jackson
M.Fitzpatrick

This course is for ADVANCED (old system) Magister students and students studying to become teachers under both the old (pre-2003) and new (2003) regulations. It is normally taken after the ALC and by students who are VERY close to doing their final exams. Students should certainly have completed at least one advanced course in literature/linguistics (Hauptseminar) successfully before attending this class.

Students (2003 regulations) in Mr Fitzpatrick's classes will have to write an essay under mock-exam conditions and attend class regularly to get credit for the course. The mock exam will take place on Saturday May 24th from 9am to 1pm.

Students (2003 regulations) in Dr Jackson's classes will have to write an essay at home for discussion in class and attend class regularly to get credit for the course.

All students (all groups) MUST attend the first class to secure their place.

Note: Additional places in these classes will be allocated by the instructors. If KLIPS has not assigned you a place, please email the relevant instructor.

IMPORTANT:

This course will be offered for the last time in Summer Semester 2015.

E s s a y W r i t i n g I I f o r B . A .

41262 **Essay Writing II for B.A.**

2 SWS; Übung; Max. Teilnehmer: 162

Mo. 10 - 11.30, 103 Philosophikum, S 54

Mo. 10 - 11.30, 103 Philosophikum, S 81

Di. 10 - 11.30

Di. 12 - 13.30, 103 Philosophikum, S 81

Di. 14 - 15.30, 103 Philosophikum, S 90

Mi. 12 - 13.30, 103 Philosophikum, S 75

Do. 12 - 13.30

Fr. 10 - 11.30, 103 Philosophikum, S 90

Fr. 10 - 11.30, 103 Philosophikum, S 94

S.Allan
R.Anderson
R.Buchbender
S.Newman
E.Start

This course is ONLY for BA students who have successfully completed the ALC.

While building on the foundations laid in Essay Writing I, this course will focus on further developing students' analytical and critical thinking skills. Emphasis will be placed on conducting research within a group, critically evaluating secondary literature, and expressing ideas precisely in an appropriate academic style. As in Essay Writing I, students will not only improve their own writing skills, but will also further develop the key transferable skills of evaluating and giving feedback on others' work.

Students will have an end-of-class test which will count towards their final degree mark. The exam for this class will take place on Wednesday 23 July 2014. Please ensure you will be there on this day. The resit exam will take place in October 2014 in the week prior to the start of teaching in WS 2014.

Additional places in this class will be allocated by the instructor. If KLIPS has not assigned you a place, please e-mail the instructor.

Gruppe 2 (Allan): Der Kurs findet im SSC in Raum 1.222 (Sprachlabor III) statt.

Gruppe 4 (Anderson): Der Kurs findet im SSC in Raum 1.220 (Sprachlabor I) statt.

SPRACH - UND KULTURWISSENSCHAFT

Vorlesungen Sprachwissenschaft

41270 Applied Linguistics

2 SWS; Vorlesung; Max. Teilnehmer: 300

Mi. 12 - 13.30, 136b ehemalige Botanik, XXX

C.Bongartz

A survey of questions, methodology, and findings in the field of applied linguistics. Lectures will focus on problems of defining the discipline and discuss the relationship(s) between applied linguistics and linguistics, with special emphasis on theory building and research methods.

41271 English Descriptive Syntax

2 SWS; Vorlesung; Max. Teilnehmer: 188

Di. 10 - 11.30, 100 Hauptgebäude, Hörsaal VIII

T.Kohnen

This lecture falls into two parts. In the first, synchronic section I will give an overview of the basic terms and descriptions of English syntax and will then deal with the major grammatical units and syntactic functions. In the second, diachronic part I will trace the most important developments in the field of syntax in the history of the English language.

41272 Language Endangerment in Australia

2 SWS; Vorlesung; Max. Teilnehmer: 300

Do. 10 - 11.30, 105 Hörsaalgebäude, Hörsaal C

D.Adone

In this lecture we will take a close look at language endangerment. In the first part, we will look at some central issues in the field of language documentation. We start with some current definitions of language endangerment. What are the criteria used to assess the vitality and endangerment of a language? How is the level of endangerment determined? What are the signs of endangerment?

In the second part, we take concrete case-studies from Australia to discuss the structural consequences of language endangerment. In the third part we analyse language revitalisation and other measures that have been taken to save those endangered languages.

Participation in the first session is mandatory.

Die Anwesenheit in der ersten Sitzung ist verpflichtend.

41273 CCLS Lecture Series

2 SWS; Vorlesung; Max. Teilnehmer: 50

Mo. 18 - 19.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor IV

N.N.
C.Bongartz
J.Egetenmeyer

The CCLS Lecture Series offers a forum to linguists from many different areas to present findings from current research. In this way, students will have access to up-to-date work done locally at the University of Cologne, as well as to work done internationally. Topics will cover a variety of languages, methodological approaches, and theoretical perspectives (see course list for detailed information). Individual class sessions will be divided up in a lecture part and a question and answer session. Credit points available for "Teilnahme" (cf. requirements specified in departmental regulations). Open to all interested.
Die Vorlesung findet in Sprachlabor IV (Raum -1.311) im SSC (Gebäude 102) statt.

Einführungsseminare Sprachwissenschaft Teil A

41275 Introduction to Linguistics_1

2 SWS; Einführungsseminar; Max. Teilnehmer: 55

Mo. 14 - 15.30, 341 Rechenzentrum, Berrenrather Str., S336

M.Vida

This course provides a general introduction to English linguistics. The main focus will lie on the different descriptive levels of language - phonetics and phonology, morphology, syntax, and semantics. Furthermore we will briefly deal with the field of language acquisition.

Students may obtain a Leistungsnachweis on the basis of regular attendance, active participation (including the preparation of exercises at home), and a written final test.

41276 Introduction to Linguistics_2

2 SWS; Einführungsseminar; Max. Teilnehmer: 36

Di. 10 - 11.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor IV

E.Knopp

This course introduces you to the core subdisciplines of English Linguistics (i.e. Phonology, Morphology, Syntax and Semantics).

You are expected to prepare yourself for the tight schedule by doing preparatory reading for each session and revising the discussed material by working on exercises in small groups.

You will submit the exercises in form of a group portfolio over the term.

This course is assessed by a final online-exam in the first week after the summer term has finished. The exact date will be confirmed.

41277 Introduction to Linguistics_3

2 SWS; Einführungsseminar; Max. Teilnehmer: 55

Mi. 12 - 13.30, 341 Rechenzentrum, Berrenrather Str., S336

S.Leu

This course provides a general introduction to English linguistics. The main focus will lie on the different descriptive levels of language - phonetics and phonology, morphology, syntax, and semantics. Furthermore we will take a look at how and why the English language developed through time.

Students may obtain 3 CP/LP (Leistungsnachweis in old Studienordnung) on the basis of regular attendance, active participation (including the preparation of exercises at home, preparatory reading for each session and revision of the discussed material), and a written final test. Attendance of the first session is obligatory.

41278 Introduction to Linguistics_4

2 SWS; Einführungsseminar; Max. Teilnehmer: 55

Mo. 12 - 13.30, 825 Triforum, S193

C.Schöneberger

The course offers a general introduction to the field of English linguistics. We will focus on the various descriptive levels of the English language, such as phonetics and phonology, morphology, syntax, and semantics. Time allowing, we will also examine aspects of applied branches of linguistics. Students are expected to complete weekly reading assignments, work on exercises in class, participate actively in class and to pass an exam at the end of term.

Bitte beachten Sie, dass dieser Kurs in der 2. Semesterwoche beginnt! 1. Sitzung: 14.4.2014!

Please note: this class will commence in the second week of term, Apr 14!

Einführungsseminare Sprachwissenschaft Teil B

41280 Comparative Grammar: Explaining the Contrasts between English and German

2 SWS; Einführungsseminar; Max. Teilnehmer: 34

Di. 10 - 11.30, 103 Philosophikum, S 54

K.Phillips

Our goals in this course will be to examine a range of contrasts between English and German in the domains of syntax and morphology and to test the adequacy of specific theoretical frameworks in providing explanations

for these contrasts. Synchronically, a proposed universal grammar must have the potential to incorporate the range of divergences between the two languages in some natural way; diachronically, we need to consider the extent to which recognized processes of language change can be seen to provide successful accounts of the way in which the Germanic languages have diverged.

41281 The (English) Lexicon

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Fr. 10 - 11.30, 103 Philosophikum, S 78

The Lexicon plays a central role in the linguistic description of a language. It provides the input to the rule-systems which constitute the structure of the language, and it specifies all of the idiosyncratic properties which serve as conditions on the proper functioning of these rule-systems. Often referred to as "the linguist's rubbish bin", it is the traditional storehouse of everything that is irregular and unpredictable.

In this course, we consider precisely what kinds of information require to be encoded in the Lexicon. With specific reference to English, a wide range of syntactic, morphological and phonological phenomena which appear to be lexically conditioned or in some way idiosyncratic will be examined. The more general theoretical consequences for the way in which the Lexicon interacts with the other components of the grammar will be a central point of focus.

K. Phillips

41282 Bilingualism

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Di. 16 - 17.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor IV

This course will introduce you to notions of bilingualism. We will approach the topic both from psycholinguistic and sociolinguistic angles. In psycholinguistic terms, we will differentiate the concept as the acquisition of two first languages from the related concepts "monolingual first language acquisition" and "second language acquisition". In the second half of the course, we will take on sociolinguistic perspectives by investigating bilingual speech communities and questions of education and language dominance in those bilingual communities.

As B-Seminar this course will also introduce you to the practicalities of presenting a linguistic research question orally and in writing.

Assessment:

(1) LN (BM2) by active participation and a Hausarbeit, submitted by 30th September 2014.

(2) aTN Ref (BM4) by active participation and oral presentation.

(3) aTN (BM2 or BM4) by active participation and portfolio.

E. Knopp

41283 Old English: Language, Literature and Culture

2 SWS; Einführungsseminar; Max. Teilnehmer: 28

Do. 12 - 13.30, 106 Seminargebäude, S13

This course will introduce the English language, literature and culture as it was written (and spoken) roughly between 450 and 1100. Old English, or Anglo-Saxon, strikes us as very much unlike Present Day English but much like modern German. Free from French influence and the phonological changes brought about by the Great Vowel Shift, Old English has a rich morphological system, flexible word order patterns and a creative Germanic word stock, which has nearly been lost until the present day. We will study the most important aspects of Anglo-Saxon language and literature by translation exercises and oral presentations of Old English texts in class. Regular and active participation are mandatory in order to obtain a Teilnahme- or Leistungsnachweis. The required text book is: Mitchell, Bruce and Fred C. Robinson. 2012. A guide to Old English. eighth edn. Oxford: Blackwell.

T. Rütten

41284 Semantics

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Mi. 12 - 13.30, 103 Philosophikum, S 82

This course offers an introduction to semantics. We will take a look at the levels of word meaning, sentence meaning and utterance meaning. Furthermore, different theoretical approaches to semantics will be introduced. In addition, we will briefly consider the role semantics play in applied linguistics.

Only those students who successfully passed the A-Seminar "Introduction to Linguistics" with an LN can apply for this course.

In order to obtain 2CPs (Aktive Teilnahme), students are expected to

- regularly attend the course
- actively participate in group work

M. Brück

- give a short presentation

In order to obtain 5CPs (Leistungsnachweis), students are expected to

- fulfil the requirements for 2CPs (Aktive Teilnahme)
- write a short abstract (1-2 pages)
- write a term paper (10-12 pages)
- !! Attendance at the first session is mandatory !!

41285 Syntax

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Mo. 10 - 11.30, 107b USB-Verwaltungstrakt (Eingang über Kerpener Str.), B IV

K.Klein

This course will build on the students' previous knowledge from the A-seminar and deepen their understanding of syntactic structures. It is intended to offer students a look behind the off-putting appearance of syntactic analysis through an introductory account and thus prepare them for further studies. We will work within the framework of generative syntax, especially the minimalist program. The discussion centers on the analysis of English but takes other languages into account as needed. Attendance in the first session is mandatory.

41286 Morphology

2 SWS; Einführungsseminar; Max. Teilnehmer: 35

Fr. 10 - 11.30, 107b USB-Verwaltungstrakt (Eingang über Kerpener Str.), B IV

A.Gabel

This course provides an introduction into the basic concepts of morphology and word formation processes in English. We will discuss how to analyse the internal structure of words and how to describe the formation of new words. The course will also deal with the interfaces between Morphology and other core linguistic disciplines.

Requirements: successfully passed A-Seminar "Introduction to Linguistics" with an LN & attendance in the first session is mandatory.

2 CPs/aTN: regular and active participation (i.e. prepare reading assignments & take part in class discussion and review sessions at home) & either give a short group presentation (max. 15 mins) or join an expert group

5 CPs/LN: See requirements for 2 CPs & 10-12 pages term paper

Übung / Seminar Sprachwissenschaft (Basismodule)

41290 British Dialects

2 SWS; Übung; Max. Teilnehmer: 28

Mi. 12 - 13.30, 106 Seminargebäude, S23

B.Abel

The course will examine standard and non-standard varieties of English in Great Britain. We will start by dealing with the historical development of English. Then we will focus on (N)RP as model accent and compare it to other varieties such as Estuary English, Cockney, Multicultural London English, Geordie, Scouse, Brummie, Scottish English and Welsh English. To complement our linguistic analysis, we will discuss cultural, social and political factors or events, e.g. devolution, and their influence on the development of the accents and dialects in question.

Students MUST attend the first class to secure their place. Regular attendance and active participation are mandatory to obtain 2 CP/LP and students who wish to obtain 3 or 4 CP/LP must pass a written end-of-term test (details t.b.a.). A detailed bibliography will be provided in the first session.

41291 English Grammar: From Practice to Theory

2 SWS; Übung; Max. Teilnehmer: 40

Mi. 8 - 9.30, 106 Seminargebäude, S24

M.Klages-Kubitzki

Starting with a brief revision of simple grammatical descriptions, this course will familiarize students with a number of basic theoretical methods and abstractions employed in more specialized syntax, morphology and semantics courses. We will, for example, study a number of theoretical approaches to grammatical categorization, explore the basis of the "DP-Hypothesis", and review arguments for replacing the traditional notion 'clause' with that of 'IP' or – more recently – 'TP'. Furthermore, we will attend to semantically oriented accounts of the tense and aspect systems. Students wishing to participate should therefore, ideally, have completed both the "Linguistic Practice: Grammar" course and the A-Seminar in linguistics.

41292 Foundations of Linguistics

2 SWS; Übung; Max. Teilnehmer: 40

Do. 14 - 15.30, 332 Alte Mensa, S 204

K. Phillips

With the aim of broadening the background to the basic concepts of linguistic analysis introduced in the Einführungsseminar A, this course reviews foundational assumptions of the science of language and examines in further detail some of the questions and problems arising in particular areas of the discipline. The topics covered range from fundamental methodological issues to specific theories, including also consideration of relations between linguistics and other disciplines.

41294 English after 1700

2 SWS; Übung; Max. Teilnehmer: 38

Mo. 14 - 15.30, 106 Seminargebäude, S16

S. Leu

The course provides an introduction to the Late Modern English period, covering important developments of the English language during the 18th and 19th centuries.

The aim of this course is to learn about the most important social, cultural and linguistic developments and to locate Late Modern English within the history of the English language. Further, it is designed to provide students with the most significant changes in the fields of spelling, phonology, morphology, syntax and lexicography. All of the topics will be addressed, examined and discussed in more detail with the aid of contemporary texts.

Regular attendance and active participation are mandatory. Students who wish to obtain a Leistungsnachweis must pass a written end-of-term test. A detailed bibliography will be provided in the first session.

41295 Child Second Language Acquisition

2 SWS; Übung; Max. Teilnehmer: 30

Fr. 11.4.2014 10 - 15.30, 341 Rechenzentrum, Berrenrather Str., S336

Sa. 12.4.2014 10 - 15.30, 103 Philosophikum, S 58

Fr. 2.5.2014 10 - 15.30, 341 Rechenzentrum, Berrenrather Str., S336

Sa. 3.5.2014 10 - 15.30, 103 Philosophikum, S 58

N. Kolb

The goal of this course is to examine recent generative research on child nonnative language (L2) development. Child L2 learners have acquired the grammar of their first language (L1) when first being exposed to the L2 between the ages of four to eight years. Research on child L2 acquisition also gives further evidence on findings in L1 and adult L2 acquisition. Students will become familiar with theoretical issues, will learn about the relevance of child L2 acquisition research and how to examine current research critically.

We will deal with theoretical issues on child L2 acquisition (e.g., the age factor and the critical period, Universal Grammar and age effects in L2 acquisition, L1 transfer, child-adult comparisons) and apply this knowledge to empirical research by analyzing studies on child L2 acquisition of morpho-syntax and syntax-semantics critically.

Blockseminar am 11.+12.4. und 2.+3.5.2014 jeweils 10-15.30 Uhr

41296 NYC - BLOCKSEMINAR

2 SWS; Übung; Max. Teilnehmer: 40

1.4.2014 - 4.4.2014 10 - 15.30, 103 Philosophikum, S 58, Block

B. Abel
E. Fritsch

Achtung: Blockseminar! Termine: Mi 19.3.14, 10.00 - ca. 13.00, Preliminaries and Introduction; Di 1.4.14, 10.00 - ca. 15.30, NYC in Literature; Mi 2.4.14, 10.00 - ca. 15.30, Language(s) in NYC; Do 3.4.14, 10.00 - ca. 15.30, Sites and Sights in NYC; Fr 4.4.14, 10.00 - ca. 13.30, Presentation, Discussion, Conclusion. Bitte beachten Sie, dass Sie für Selbstlernphasen und die Vorbereitung genügend Zeit einplanen müssen, vor allem zwischen dem 19.3. und dem 1.4.14. Die Vorlesungszeit des Sommersemesters beginnt am 7.4.14. Der abschließende Test wird während der Vorlesungszeit des Sommersemesters stattfinden. Bitte melden Sie sich in der ersten Belegphase des SoSe 14 über KLIPS zu dem Blockseminar an.

New York City is a multicultural and multilingual metropolis. This course, seeing culture as a form of "conversation across boundaries" (Appiah), will focus on New York City as an immigrant place and a cosmopolitan space. How do subjects locate themselves in such an environment? How do aspects like class, race, ethnicity, language, gender and religion influence New York's identity and the lives of its inhabitants? The focus of our literary readings will be examples of New York ethnic literature reflecting German, Jewish, Puerto Rican and Chinese American experience in particular. The focus of our linguistic analyses will be the use of non-English languages in NYC both in the past and in the present and the influence that these languages display on English. Regular attendance and active participation are

mandatory (details t.b.a.). Students who wish to obtain 3 or 4 CP/LP must pass a written end-of-term test. A detailed bibliography will be provided in the first session.

Blockseminar: 19.3. Vorbereitungssitzung, Weitere Sitzungen 1.4.-4.4. in S58, Sitzung Final Test TBA

41317 **Wirkungsaspekte englischer Werbesprache bei deutschen Muttersprachlern**

2 SWS; Übung; Max. Teilnehmer: 30

Fr. 9.5.2014 14 - 17.30, 825 Triforum, S194

Fr. 27.6.2014 14 - 17.30, 341 Rechenzentrum, Berrenrather Str., S343

B. Samland
C. Bongartz

Das Blockseminar befasst sich mit der Frage, wie und wann Englisch als Werbesprache und für Werbezwecke "wirkt" und wann nicht. Nach einer Einführung in die Thematik und der Diskussion von Fallbeispielen und Problemstellungen im ersten Block wird ein empirischer Praxisteil stattfinden. Hier sollen die Teilnehmer Trendbefragungen bei Konsumenten durchführen zum Verständnis ausgewählter englischer Werbesprüche, zu Übersetzungsoptionen englischer Stellenbezeichnungen, Rezeption häufig verwendeter Medien-Anglizismen sowie zu englischen Funktionsbezeichnungen technischer Geräte. Die Auswertung der Befragungen, Interpretation und Aufbereitung der Ergebnisse schließen den Praxisblock ab. Im dritten Block werden die Ergebnisse im Plenum vorgestellt, diskutiert und bewertet.

Course taught by: Dr. Bernd Samland

Der Kurs findet als Blockseminar statt:

Freitag, 09.05.2014, 14:00-17:30, Raum S 194 (Triforum)

Freitag, 27.06.2014, 14:00-17:30, Raum S 43 (SSC)

Zusätzlich zu den beiden Blocksitzungen wird ein empirischer Praxisteil mit Konsumentenbefragungen in Gruppenarbeit stattfinden. Die verbleibenden SWS sollen durch selbstständige Gruppenarbeit geleistet werden. Nähere Informationen in der ersten Sitzung.

Es können folgende Teilnahmenachweise erworben werden: AT und AT+Ref.

Für Fragen zu KLIPS-Registrierung, Kursverwaltung, Scheinen etc. wenden Sie sich bitte an teambongartz@googlemail.com

41442 **EWA / Tutorium - Übungsstunden zur Vorbereitung der Modulabschlussprüfung BM 1 (Monika Klages)**

2 SWS; Tutorium; Max. Teilnehmer: 40

Mo. 25.8.2014 10 - 13, 106 Seminargebäude, S11

Di. 26.8.2014 10 - 13, 106 Seminargebäude, S11

Mi. 27.8.2014 10 - 13, 106 Seminargebäude, S11

Mo. 1.9.2014 10 - 13, 106 Seminargebäude, S01

Di. 16.9.2014 10 - 13, 106 Seminargebäude, S11

Mi. 17.9.2014 10 - 13, 106 Seminargebäude, S11

Do. 18.9.2014 10 - 13, 106 Seminargebäude, S12

Mo. 22.9.2014 10 - 13, 106 Seminargebäude, S11

M. Klages-Kubitzki

Die acht genannten Termine teilen sich in zwei Blöcke, jeweils vier Termine dienen der Vorbereitung der unmittelbar nachfolgenden Modulabschlussprüfung (BM 1). Die thematische Zuordnung der einzelnen Sitzungen entscheidet sich jeweils zu Beginn eines Blocks. Voraussichtlich wird sich aber je eine Sitzung mit den Inhalten je eines Kurstyps (ILC, Grammar, Phonetics & Phonology) befassen, die jeweils letzte Sitzung dient weiteren Übungen. Es können keine credit points erworben werden. Die Anmeldung erfolgt über Listen, die am Mittwoch, dem 16.07.2014, um 15 Uhr gegenüber vom SIO (Zi. 129) ausgehängt werden.

41443 **EWA / Tutorium - Übungsstunden zur Vorbereitung der Modulabschlussprüfung BM 1 (Linda Müller von Baczko)**

2 SWS; Tutorium; Max. Teilnehmer: 30

Mo. 25.8.2014 16 - 19, 106 Seminargebäude, S24

Di. 26.8.2014 16 - 19, 106 Seminargebäude, S24

Mi. 27.8.2014 16 - 19, 106 Seminargebäude, S24

Mo. 1.9.2014 16 - 19, 106 Seminargebäude, S24

Di. 16.9.2014 16 - 19, 106 Seminargebäude, S12
 Mi. 17.9.2014 16 - 19, 106 Seminargebäude, S12
 Do. 18.9.2014 16 - 19, 106 Seminargebäude, S12
 Mo. 22.9.2014 16 - 19, 106 Seminargebäude, S12

M. Klages-Kubitzki
 N.N.

Die acht genannten Termine teilen sich in zwei Blöcke, jeweils vier Termine dienen der Vorbereitung der unmittelbar nachfolgenden Modulabschlussprüfung (BM 1). Die thematische Zuordnung der einzelnen Sitzungen entscheidet sich jeweils zu Beginn eines Blocks. Voraussichtlich wird sich aber je eine Sitzung mit den Inhalten je eines Kurstyps (ILC, Grammar, Phonetics & Phonology) befassen, die jeweils letzte Sitzung dient weiteren Übungen. Es können keine credit points erworben werden. Die Anmeldung erfolgt über Listen, die am Mittwoch, dem 16.07.2014, um 15 Uhr gegenüber vom SIO (Zi. 129) ausgehängt werden.

41446 EWA / Tutorium - Schwerpunkt Sprachwissenschaft / A-Seminar

2 SWS; Tutorium; Max. Teilnehmer: 20

Di. 12 - 13.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor II

M. Klages-Kubitzki
 N.N.

41448 EWA / Tutorium - Speaking and Writing in English_1 (Focus on Speaking)

2 SWS; Tutorium; Max. Teilnehmer: 20

Di. 16 - 17.30, 103 Philosophikum, S 83

N.N.
 M. Klages-Kubitzki

41449 EWA / Tutorium - Speaking and Writing in English_2 (Focus on Speaking)

2 SWS; Tutorium; Max. Teilnehmer: 20

Do. 14 - 15.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor III

N.N.
 M. Klages-Kubitzki

41450 EWA / Tutorium - Speaking and Writing in English_3 (Focus on Writing)

2 SWS; Tutorium; Max. Teilnehmer: 20

Mi. 14 - 15.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor II

N.N.
 M. Klages-Kubitzki

41451 EWA / Tutorium - Speaking and Writing in English_4 (Focus on Writing)

2 SWS; Tutorium; Max. Teilnehmer: 20

Fr. 12 - 13.30, 103 Philosophikum, S 94

M. Klages-Kubitzki
 N.N.

Hauptseminar Sprachwissenschaft

41300 Morphosyntax

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Di. 10 - 11.30, 105 Hörsaalgebäude, Hörsaal F

D. Adone

In this course we focus on Australian languages. These languages have been classified as Pama and non-Pama languages, with the Pama languages being suffixing in nature and the non-Pama prefixing. In the first part of the course we focus on the connection between culture and grammar, thus cultural knowledge and practices (e.g. tribal split, social organisation, kinship, land and language ownership) and the morphosyntactic devices to express these will be explored here. In the second part of the course we analyse the morphosyntax of these languages: pronouns, case marking, split ergative, switch-reference, stance verbs, possession, among others. Participation in the first session is mandatory.

Die Anwesenheit in der ersten Sitzung ist verpflichtend.

41301 Pidgins and Creole Languages

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Di. 12 - 13.30, 105 Hörsaalgebäude, Hörsaal F

D. Adone

What is a Pidgin? Is it a language? What is a Creole language? How (dis) similar are these two linguistic systems? How many types of Creole languages are there? Do Creole languages form a special group of languages? Are they the outcome of language contact? What can we learn from their genesis? These are some of the questions scholars working within Creole studies try to answer.

This course has two parts. In the first part we will analyse the circumstances under which Pidgins and Creole languages emerge. In the second part we will investigate aspects of their syntax including word order, TMA markers, WH-questions, serial verbs, passives and double object constructions. Participation in the first session is mandatory.

Die Anwesenheit in der ersten Sitzung ist verpflichtend.

41302 Research in Bilingualism and Literacy _1

2 SWS; Hauptseminar; Max. Teilnehmer: 44

Mi. 17.45 - 19.15, 106 Seminargebäude, S12

C. Bongartz

This class presents students with an opportunity to design empirical studies exploring the process of language acquisition (first language acquisition, bilingual acquisition, second language acquisition). We will discuss linguistic development and the factors promoting it, highlighting the psycholinguistic similarities and differences involved in the various acquisitional settings. Class sessions will be divided into general discussion of assigned readings and a workshop section where students will work in groups on developing their own studies.

41303 Research in Bilingualism and Literacy _2

2 SWS; Hauptseminar; Max. Teilnehmer: 38

Do. 14 - 15.30, 106 Seminargebäude, S14

C. Bongartz

This class presents students with an opportunity to design empirical studies exploring the process of language acquisition (first language acquisition, bilingual acquisition, second language acquisition). We will discuss linguistic development and the factors promoting it, highlighting the psycholinguistic similarities and differences involved in the various acquisitional settings. Class sessions will be divided into general discussion of assigned readings and a workshop section where students will work in groups on developing their own studies.

41304 English Grammar: Synchronic and Diachronic Aspects

2 SWS; Hauptseminar; Max. Teilnehmer: 38

Mi. 10 - 11.30, 106 Seminargebäude, S14

T. Kohnen

Many features and constructions of English grammar turn out to be much more "plausible" if they are seen in the context of their historical development. This applies above all to the more recent developments in English grammar, whose rise may be traced back to the Early Modern or Late Modern English periods (e.g. do-support, aspectual forms, participle and gerund constructions). In this seminar we will look at selected topics of English grammar both with a synchronic and a diachronic perspective. Against this background questions of (contemporary) grammatical change in progress will also be addressed.

Wichtiger Hinweis: Dieses Seminar wird durch meine Vorlesung "English Descriptive Syntax" ergänzt, deren Besuch dringend empfohlen wird. Wichtige Informationen zu synchronen und diachronen Aspekten der englischen Syntax, die im Seminar nur kurz angesprochen werden können, werden in der Vorlesung ausführlich dargelegt.

41305 Late Middle English and Early Modern English Letters

2 SWS; Hauptseminar; Max. Teilnehmer: 38

Do. 10 - 11.30, 106 Seminargebäude, S14

T. Kohnen

Private letters are among the last vernacular genres developing in the history of the English language. This seminar will focus on the most important linguistic aspects of this genre and its historical and cultural background, placing special emphasis on private correspondence from the 15th to the 17th century. Typical examples and extracts will be read in class. In addition, this seminar will deal with the major parts of Early Modern English grammar and lexis. A master copy of the texts which will be read in class will be made available at the beginning of the course.

41306 Syntax and Semantics

2 SWS; Hauptseminar; Max. Teilnehmer: 44

Di. 14 - 15.30, 106 Seminargebäude, S12

K. Phillips

The relationship between syntax and semantics has always been a controversial issue. On the one hand, certain aspects of meaning are clearly reflected in the way in which relations between words are encoded in

grammatical form and, in transformational grammar, a great deal of evidence has accumulated which supports the existence of a specific level of representation which serves this purpose. On the other hand, a clear distinction must be drawn between categories of meaning and the formal categories of grammatical analysis. Furthermore, standard claims for the autonomy of syntax must be defended in view of the fact that meaning may, in some cases, be responsible for restrictions on the application of given syntactic processes.

Our purpose in this course will be to consider the nature of this complex relationship more closely and to examine in detail a range of phenomena which appear to have a bearing on the questions and problems which arise here.

41308 English Grammar: Functional Approaches

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Do. 16 - 17.30, 105 Hörsaalgebäude, Hörsaal F

D. Stein
C. Bongartz

This class provides an overview of one of the main theoretical currents in present-day linguistics, functional linguistics. It will, in the course of the class, try to identify a common denominator of "functional", based on the discussion of bonstudies from the perspective of a broadly conceived functional approach. This includes a survey and exemplifications of various functional schools of linguistics. The class will eventually concentrate on the analysis of discourse and syntax, as well as on discourse-based semantics, based on and characterizing structures of English.

Ü b u n g / S e m i n a r S p r a c h w i s s e n s c h a f t (A u f b a u m o d u l e)

40570 Introduction to language understanding in children

2 SWS; Hauptseminar; Max. Teilnehmer: 40

Fr. 30.5.2014 10 - 16, 341 Rechenzentrum, Berrenrather Str., S336

Fr. 6.6.2014 10 - 16, 341 Rechenzentrum, Berrenrather Str., S336

Fr. 13.6.2014 10 - 16, 341 Rechenzentrum, Berrenrather Str., S336

Fr. 20.6.2014 10 - 16, 341 Rechenzentrum, Berrenrather Str., S336

Fr. 27.6.2014 12 - 18, 341 Rechenzentrum, Berrenrather Str., S336

Dozentin: Dr Duygu Özge (Harvard)

D. Özge

For over 50 years, researchers in linguistics and psychology have explored how adults understand sentences they hear. This work has produced a rich and coherent description of the moment-to-moment processes that are involved in converting an acoustic signal into a conceptual representation of sentence meaning. In contrast, there is relatively little work on how this system develops. We know that, by four or five years of age, children appear to effortlessly understand most of what we say to them. But, until recently we have not known much about how they do this, largely because the techniques that are used to study language comprehension in adults are not suitable for use in young children. In the past fifteen years, new techniques have been developed that allow us examine moment-to-moment comprehension in young children.

In this 6-week-seminar, we will investigate some crucial features that characterize child spoken language comprehension by reviewing some relevant work on the governing issues in child parsing, which are listed below.

Week 1: Features characterizing adult parsing mechanisms (what we know about spoken sentence processing in adults)

Week 2: Integration of multiple levels of information and ambiguity resolution in children

Week 3: Incrementally in child processing

Week 4: Predictive Processing in children

Week 5: Processing of complex syntax and long-distance dependencies

Week 6: Implications for development of parsing abilities and acquisition of structural knowledge

41305 Late Middle English and Early Modern English Letters

2 SWS; Hauptseminar; Max. Teilnehmer: 38

Do. 10 - 11.30, 106 Seminargebäude, S14

T. Kohnen

Private letters are among the last vernacular genres developing in the history of the English language. This seminar will focus on the most important linguistic aspects of this genre and its historical and cultural background, placing special emphasis on private correspondence from the 15th to the 17th century. Typical examples and extracts will be read in class. In addition, this seminar will deal with the major parts of Early Modern English grammar and lexis. A master copy of the texts which will be read in class will be made available at the beginning of the course.

41307 English Morphosyntax

2 SWS; Übung; Max. Teilnehmer: 40

Do. 14 - 15.30, 103 Philosophikum, S 65

V. Struckmeier

A common conception of "language" assumes that languages are constructed artefacts, i.e. tools for communication. Any given language is, as it were, tailor-made to its communicative functions: Language forms, the argument goes, express the meanings speakers of the language wish to convey, in order to fulfill the communicative intentions the speakers may have: "Languages code best, what speakers do most."

Upon closer examination of the grammatical properties of languages, this neat view of language may have to be modified: Of course, morphological and syntactic structures do indeed map meanings to forms (and vice versa). However, it is less clear to what extent the grammatical structures show formal properties that are not easily explained by either the properties of the externalization channels (phonological/ phonetic aspects) or requirements of the "meaning side" (the semantic and pragmatic properties the form is meant to express).

In this class, we will investigate the "grammatical" dimension of language: How do human languages connect a sound and a meaning at all? How do word and sentence structures (i.e., their morphological and syntactic properties) determine what a construction can mean, and how it can be pronounced?

Every student in this class will be asked to participate in a short in-class presentation, or provide an alternative contribution in order to be receive credit. The text materials will mainly be in English, but occasional forays into other languages (e.g., German, French, etc.) can be used to highlight the properties of English grammar by means of comparison.

41310 Alternative Histories of English

2 SWS; Übung; Max. Teilnehmer: 38

Mo. 14 - 15.30, 106 Seminargebäude, S24

K. Gather

For a long time, scholars have endeavoured to discover the development of the English language from its beginning in the fifth century to Present Day English. Their main aim was to create "the longest and purest history possible" (Milroy 2002: 9), a history that would legitimise the English language by revealing its ancient origin and its unmixed identity.

But what if this is just a simplified construct, built in order to enhance the status of English? What if there is not just one history of the English language, but several? What if all of these histories in combination turn out to be the real deal?

This course will first take a brief look at what is commonly known as the history of English, and after that, we will view and discuss those theories that are clearly off the beaten track. There are, for instance, linguists

who claim that the English language is of French origin, and some even regard the Scandinavian languages as the true ancestors. All of those linguistic 'conspiracy theories', whether they consider the language as a whole or just the etymology and meaning of single words, will be taken into account.

41311 History of Modern Linguistics

2 SWS; Übung; Max. Teilnehmer: 38

Mo. 12 - 13.30, 106 Seminargebäude, S16

M. Klages-Kubitzki

The 20th century witnessed a number of radical changes in the study of language, most of which were induced by a novel view on language as a rule-governed system. A number of different and competing linguistic schools emerged and evolved as is evident from labels such as "structuralist", "generativist", "functionalist", "cognitivist", and many more. Departing from a brief overview of "the state of the art" at the beginning of the 20th century, our course work will focus on the discussion and comparison of some of the most influential approaches to the study of language mainly from an Anglo-American perspective. Eastern European and non-western schools may be addressed in the context of BA-presentations. The aim of this course is to provide an overview of recurring issues in linguistics in the past 100 years and of the central aims and methods of individual schools of linguistics, and to evaluate their impact on current linguistic research and thought. Two credit points will be awarded on the basis of regular and active participation, including short written exercises (study questions) to be handed in. For three credit points, students will in addition be required to prepare short overviews of individual Schools of Linguistics to be made available to all course members.

41312 Sociolinguistics and Language Education

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 10 - 11.30, 107b USB-Verwaltungstrakt (Eingang über Kerpener Str.), B V

K. Lenz

"Throughout the world, multicultural and multilingual classrooms are becoming the rule rather than the exception" (Hornberger & McKay 2010:xv). Our course will focus on situations involving English, while not necessarily excluding other settings. We will discuss sociolinguistic issues in L1 (mother tongue) and in bilingual education in second or foreign languages. We will investigate official language acquisition policies with respect to national and regional languages, minority languages (immigrant and indigenous) and foreign languages, but may also look at individual school policies concerning language education and even language education in the family. All of these settings include official or individual choices of the languages to be acquired, methods of instruction, etc. Individual topics may include for instance sociolinguistic aspects of linguistic teacher training, uses and problems of standardised language testing in education, etc. As a basis for our discussion, our course work will also cover more general sociolinguistic concepts such as variation and change, standardisation, language planning, language maintenance, shift and death, linguistic attitudes or ideologies and the identificational function of language. In addition we will look at the role of English as a world-language and the consequences of this status for language education world-wide.

In this class you can obtain either 2 CPs for active participation (in the form of small exercises or a portfolio) or 4 CPs for a 15-minute presentation with a written component (6-8 pages). MA-students and BA-Unterrichtsfach Englisch-students who need 3 CPs will give presentations without written documentation.

You cannot write a full term paper in this class!

41313 Modality in English

2 SWS; Übung; Max. Teilnehmer: 40

Fr. 10 - 11.30, 100 Hauptgebäude, Hörsaal VIIa

T. Rütten

This course is designed to provide an overview of the semantic category of modality in the English language system. While the modal auxiliary verb system certainly provides the most prominent marker of modality (i.e. of epistemic and deontic meaning), there are a variety of other ways in the language system that allow for the speaker's expression of him/herself, their attitudes and beliefs. In this seminar, we will discuss lexical markers of modality, such as the modal verbs, and contrastively look at morphological and syntactic markers of modality from both a synchronic and a diachronic perspective.

Students are expected to participate in class actively, which requires thorough preparation of the core texts each week. Leistungsnachweise may be obtained on request. Papers are due September 30, 2014.

41314 Immersion Education and Diversity

2 SWS; Übung; Max. Teilnehmer: 22

Do. 10 - 11.30

L. Camara de la Fuente

"Education is the most powerful weapon which you can use to change the world." Mandela

"Multilingualism is our ally in ensuring quality education for all, in promoting inclusion and in combating discrimination" Ms. Irina Bokova, Director-General of UNESCO (2012)

Diversity, multilingualism and multiculturalism are functional realities in today's European societies. These realities challenge traditional visions of language education, where more than one language are taught simultaneously or one language is taught after another as first and successive foreign languages.

Progress to promote multilingualism is reflected in different approaches to tackle language(s) teaching. Language immersion is a pedagogical approach to foreign language instruction in which the usual curricular activities are conducted in one second language (L2).

Two-way bilingual immersion is an approach to bilingualism and biliteracy in the first language (L1) and in the L2. That means, the use of those two languages as mediums of instruction for any part, or all, of the school curriculum.

Content and Language Integrated Learning (CLIL) is also an approach to foreign language instruction that uses a foreign language to teach a subject, i.e. biology, makes up only a few hours in the curriculum and does not have the objective of additive bilingualism.

Nevertheless, all those second and foreign language teaching models could face resistance due to contradictions at different levels. For the sake of argument, many children in Germany due to immigration have another L1 than German --and only a very small percentage comes from an English-speaking background-- they learn German in an immersive way and English through CLIL provision at school. In many cases, this scenario doesn't cater the language biography, specially the L1 of the students.

In this seminar it is not an issue how much you have already learnt during your studies, but what you can do with what you know to tackle the purpose at hand: the feasibility of immersion education in a multilingual classroom.

How is this challenge going to be approached?

Using just a set of core competences such as:

- Critical thinking and problem solving
- Ability to ask the right questions
- Collaboration across groups (networks)
- Agility and adaptability
- Initiative, curiosity and imagination

From April 24th this class will take place in S 102 (IBW-Gebäude, Herbert-Lewin-Str. 2). On June 6th, the class will take place in S 101 (IBW-Gebäude, Herbert-Lewin-Str. 2).

41315 Documentation and Revitalisation of Endangered Languages

2 SWS; Übung; Max. Teilnehmer: 38

Mo. 22.9.2014 11 - 17, 106 Seminargebäude, S16

Di. 23.9.2014 9 - 17, 106 Seminargebäude, S16

Mi. 24.9.2014 9 - 17, 106 Seminargebäude, S16

Do. 25.9.2014 9 - 17, 106 Seminargebäude, S21

D. A done

N. N.

The issue of language endangerment has been receiving increasing attention from linguists and other academics over recent years. Given that the predicted loss of linguistic diversity will severely limit any new knowledge available to future scholars, the study of endangered languages should rank on the same scale as the study of endangered species by life scientists.

This course deals with the various aspects related to languages under threat of extinction, including their documentation in practice, as well as different models of language revitalisation. While background information and the introduction of theoretical frameworks form an essential part for this discussion, this course adds weight to the practical application of revitalisation strategies in actual field situations.

Topics covered in this course include language and identity, language policy, linguistic fieldwork for endangered languages, language planning, revitalisation models and case studies, language revival, as well as ethical issues and the role of linguists for endangered languages.

Course taught by Dr. Knut Olawsky

Blockseminar 22.09. - 25.09., room: tba

Mon, 22.09.: 11.00 am - 5 pm

Tue-Thu, 23.09. - 25.09: 9.00 am - 5 pm

In order to obtain 2 CPs/ aTN, students have to participate actively in class as well as submit a short written assignment.

In order to obtain 4 CPs (Referat mit schriftlicher Ausarbeitung), students have to participate actively, give a presentation and submit an essay of 8 pages.

41316 Aspects of Anthropological Linguistics

2 SWS; Übung; Max. Teilnehmer: 38

Mo. 4.8.2014 8 - 11.30, 106 Seminargebäude, S26

Di. 5.8.2014 8 - 11.30, 106 Seminargebäude, S26

Mi. 6.8.2014 8 - 11.30, 106 Seminargebäude, S26

Do. 7.8.2014 8 - 11.30, 106 Seminargebäude, S26

Fr. 8.8.2014 8 - 11.30, 106 Seminargebäude, S26

Mo. 11.8.2014 8 - 11.30, 106 Seminargebäude, S26

Di. 12.8.2014 8 - 11.30, 106 Seminargebäude, S26

Mi. 13.8.2014 8 - 9.30, 106 Seminargebäude, S26

D. Adone

N. N.

In Anthropological Linguistics language is analysed in its social and cultural context. In the first part of the course some core theories and methods of Anthropological Linguistics are introduced. The central subject matter discussed here is linguistic diversity. Given the loss of linguistic diversity endangered languages have become the focus of increasing interest to anthropologists and linguists. This course considers a number of aspects related to language documentation and revitalisation in theory and in practice. Examples of the practical application of documentation and revitalisation strategies in the Crocodile Islands and related contexts will be covered in this 30-hour course. The ethical issues and role of researchers on endangered language is also examined.

Course taught by Dr. Bentley James.

Blockseminar in August, 4 - August, 13 (Mon 04.08.14 - Fr, 08.08.14: 8.00- 11.30 am/ Mon. 11.08.14 - Tue, 12.08.: 8.00- 11.30 am / Wed, 13.08. 14: 8.00- 9.30 am).

dates have changed

Participation in the first session is mandatory. / Die Anwesenheit in der ersten Sitzung ist verpflichtend.

K o l l o q u i e n / O b e r s e m i n a r e S p r a c h w i s s e n s c h a f t

40630 Advanced Comparative Linguistic Analysis

2 SWS; Kolloquium; Max. Teilnehmer: 30

Di. 17.45 - 19.15, 102 (Studierenden-Service-Center [SSC]), S 40

M. Becker
C. Bongartz
K. Heusinger

In diesem Seminar wollen wir anhand von Daten aus verschiedenen Textsorten und linguistischen Experimenten untersuchen, wie linguistische Eigenschaften wie etwa Definitheit, Tempus und Aspekt in unterschiedlichen Sprachen realisiert werden. Konzentrieren wollen wir uns dabei auf den Vergleich der deutschen und englischen Sprache mit romanischen Sprachen. Zunächst werden wir dabei gemeinsame Analysen vornehmen und relevante Texte aus der linguistischen Theorie besprechen. Im nächsten Schritt können Studierende selbst auswählen, zu welchen Phänomenen sie arbeiten wollen und selbständige vergleichende Analysen vorbereiten. Voraussetzung für die Teilnahme ist Interesse an linguistischer Theoriebildung und kontrastivem Sprachvergleich. Der Kurs wendet sich insbesondere an Studierende, die zwei (oder mehr) der genannten Zielsprachen beherrschen und / oder studieren. Eine spätere Ausweitung der Arbeit im Seminar in Richtung auf eine Examensarbeit (Lehramt, Master) ist möglich. Anmeldung bitte persönlich bei Professor Klaus von Heusinger, Professor Martin Becker oder Professor Christiane Bongartz.

41320 Examenskolloquium

2 SWS; Kolloquium; Max. Teilnehmer: 12

Do. 12 - 13.30, 100 Hauptgebäude, Hörsaal VI

Do. 17.7.2014 12 - 13.30, 103 Philosophikum, S 68

D. Adone

This course is designed to prepare all exams candidates (BA, MA, LPO 2003). In each session we discuss selected topics for both oral and written exams.

All students taking part in exams in 2014 should attend this course!
Participation in the first session is mandatory.

Die Anwesenheit in der ersten Sitzung ist verpflichtend.

41321 Graduate Colloquium

2 SWS; Oberseminar; Max. Teilnehmer: 15

Di. 14 - 15.30

D. Adone

This class is designed for those writing their theses for the following qualifications: BA, MA, Magister, Lehramt, Ph.D.

This class will take place in room 113 if we don't find another room.

41322 Linguistics and Language Learning

2 SWS; Kolloquium; Max. Teilnehmer: 25

Do. 16 - 17.30, 103 Philosophikum, S 84

C. Bongartz

This class will focus on oral and written presentation of linguistic data (especially essay writing and oral exams). Exam candidates are encouraged to enroll.

41324 Postgraduate Research Colloquium (by invitation only)

1 SWS; Kolloquium; Max. Teilnehmer: 12

Do. 12 - 13.30

C. Bongartz

41325 Research Topics in Historical Pragmatics

2 SWS; Kolloquium; Max. Teilnehmer: 12

Do. 16 - 17.30, 103 Philosophikum, S 87

T. Kohnen

Dieses Kolloquium bietet ein Präsentations- und Diskussionsforum für fortgeschrittene Examenskandidat(inn)en und Doktorandinnen.

41326 Topics of Historical Corpus Linguistics

2 SWS; Oberseminar; Max. Teilnehmer: 20

Do. 14 - 15.30, 103 Philosophikum, S 84

T. Kohnen

Dieses Kolloquium bietet zunächst ein Präsentations- und Diskussionsforum für fortgeschrittene Studierende und Examenskandidat(inn)en. Hier werden zunächst prinzipiell alle prüfungsrelevanten Themen der Linguistik besprochen. Themenschwerpunkte liegen jedoch in der historischen Korpuslinguistik.

L I T E R A T U R - U N D K U L T U R W I S S E N S C H A F T

V o r l e s u n g e n L i t e r a t u r w i s s e n s c h a f t

41330 "From '9/11' to '11 September':" Cultural Productions around 'Ground Zero' (2001-2013).

2 SWS; Vorlesung; Max. Teilnehmer: 600

Mo. 12 - 13.30, 136b ehemalige Botanik, XXX

H. Berressem

The lecture follows how writers, filmmakers, musicians and visual artists have adressed the terrorist attack on the World Trade Center. The different artistic answers to the terrorist provocation bring into play notions of trauma and of witnessing, of heroism, but also of the aesthetics and of politics. Amongst the literary texts that will be treated are: Don DeLillo, Falling Man; Jonathan Safran Foer, Extremely Loud and Incredibly Close; Jay McInerney, The Good Life; Bret Easton Ellis, Glamorama and Lunar Park; Thomas Pynchon, Bleeding Edge.

It always helps to have read the novels before they are discussed in the lecture.

- 41331 Renaissance Monstrosities: An introduction to Shakespeare**
 2 SWS; Vorlesung; Max. Teilnehmer: 300
 Do. 12 - 13.30, 105 Hörsaalgebäude, Hörsaal C B. Neumeier
 This lecture course offers an introduction to Shakespeare through notions of the monstrous as it appears in connection with magic and witchcraft, horror, madness and death. We will read Shakespearean theatre in connection to the emergence of Early Modern notions of gender, race, nation and individual subjectivity and their negotiation in cultural forms and distinctive aesthetic genres.
- 41332 Lektorenvorlesung**
 2 SWS; Vorlesung; Max. Teilnehmer: 100
 Fr. 10 - 11.30, 103 Philosophikum, S 56 S. Jackson
 The lecture this semester will be a survey of English drama. After looking at Marlowe and Shakespeare, the latter in terms of comedy, tragedy and history, we will move on to cover Restoration and eighteenth-century comedy. Oscar Wilde will take us to the brink of the twentieth century, where we will examine plays by Miller, Pinter, Stoppard and Churchill.
- 42866 Between the Wars – U.S. Social and Cultural History of the 1920s &1930s**
 2 SWS; Vorlesung; Max. Teilnehmer: 82
 Mo. 12 - 13.30, 100 Hauptgebäude, Hörsaal VI O. Stieglitz
 This lecture is directed at students of History, English, and North American Studies.

Einführungsseminare
 Literaturwissenschaft Teil A

- 41335 Introduction to Literary Studies_1**
 2 SWS; Einführungsseminar; Max. Teilnehmer: 60
 Mi. 10 - 11.30, 106 Seminargebäude, S01 R. Aczel
 This course offers an introduction to a range of key literary critical and theoretical approaches to the understanding of poetry, drama and narrative fiction. A selection of poems and short stories for analysis will be provided in a Kopiervorlage. We shall also read William Shakespeare's Twelfth Night (please buy the Oxford Classics edition).
- 41336 Introduction to Literary Studies_2**
 2 SWS; Einführungsseminar; Max. Teilnehmer: 60
 Mi. 12 - 13.30, 106 Seminargebäude, S01 E. Fritsch
 This course will offer an introduction to basic terms, selected methods, theories and issues in the study of literature in English. The main focus will be on methods of literary criticism, genre and periods. We will analyze and discuss exemplary texts from major genres, ranging from poetry, narrative prose to drama. Course evaluation will be based on active participation and a course final. Course Texts: selected poetry, various short stories, W. Shakespeare, Twelfth Night.
- 41337 Introduction to American Studies**
 2 SWS; Einführungsseminar; Max. Teilnehmer: 60
 Do. 10 - 11.30, 100 Hauptgebäude, Hörsaal XIb J. Dücker
 What is this America that forms the object of American Studies? Where do we look for it? How do we analyze the evidence? In search of answers to these questions, the seminar will consider US-American literary and cultural documents of various periods, places and genres.

 As this seminar can be taken as an equivalent to "Einführung in die Literaturwissenschaft A," participants will also be introduced to more general theoretical and methodological aspects of literary studies. Therefore, the texts in question will not only be studied for their partaking in the construction and questioning of an American Identity but also in terms of their respective literary period and genre.

 Please purchase individually, read and be prepared to discuss:

 Jeffrey Eugenides. The Virgin Suicides (1993).

 Shorter literary as well as theoretical texts will be made available online during the semester.

41338 Introduction to Literary Studies_3

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Di. 12 - 13.30, 107b USB-Verwaltungstrakt (Eingang über Kerpener Str.),
B I

L. Czarnowsky

This course offers an introduction to literary periods, theories and methods of analysis. Using Shakespeare's Twelfth Night to engage with dramatic texts, various short stories to engage with narrative texts and selection of poetry to engage with lyricism, special attention will be paid to the construction of genres.

Course requirements include active participation, group work and a final written test.

Einführungsseminare Literaturwissenschaft Teil B

41340 Image, Music, Text

2 SWS; Einführungsseminar; Max. Teilnehmer: 35

Mo. 10 - 11.30, 103 Philosophikum, S 63

R. Aczel

This course explores the interrelations between literature, music and the visual arts. Its focus is both historical and theoretical. We will look at how a number of related ideas have been represented in different art forms in different historical periods. We will also ask how these different art forms produce meaning. What is the difference between the way words and images mean? And what can we understand by musical meaning? Students will be expected to hold a short presentation and submit a term paper of about 10 pages.

41341 The Postmodern British Novel

2 SWS; Einführungsseminar; Max. Teilnehmer: 35

Mo. 14 - 15.30, 341 Rechenzentrum, Berrenrather Str., S342

C. Boge

This course offers an overview of postmodern British fiction in its social, political and economic contexts. In addition, we will read and discuss three novels that were shortlisted for Britain's most prestigious literary award, the Booker Prize: Ian McEwan's Atonement, Ali Smith's The Accidental and Kazuo Ishiguro's Never Let Me Go. Please buy and read the novels before the beginning of term.

41342 Introduction to Postcolonial Theory

2 SWS; Einführungsseminar; Max. Teilnehmer: 32

Mo. 12 - 13.30, 102 (Studierenden-Service-Center [SSC]), S 37

C. Boge

This course serves as an introduction to the diversifying field of postcolonial discourses and theories. Adopting a regional studies approach, we will interpret texts and films from and dealing with former European colonies, such as Australia, India, and South Africa.

Please buy and read Damon Galgut's The Good Doctor and V.S. Naipaul's Half a Life before the beginning of term.

41343 Gender Matters: An Introduction to Gender Studies

2 SWS; Einführungsseminar; Max. Teilnehmer: 35

Di. 8 - 9.30, 106 Seminargebäude, S15

L. Czarnowsky

This course will trace the pervasive importance of gender in all areas of life. It will start out with a survey of the history of women's struggle for equality in the Western context, and the rise of gender studies as an academic discipline. We will then focus on the importance of gender issues in the areas of culture (literature, film, TV, and music), social structure (marriage, family), economy, and politics (political leadership). Film examples will include Modern Family, The Big Bang Theory, and Sex and the City, literary examples will include the titles listed below.

41344 Hitchcock's Place in Film Theory

2 SWS; Einführungsseminar; Max. Teilnehmer: 35

Mi. 12 - 13.30, 103 Philosophikum, S 58

V. Herche

This course offers an introduction to Film Theory and Film Analysis from the 20th century, including concepts of Auteur, Genre, Apparatus, Gaze, Psychoanalytic and Feminist Film Theory, and introducing names as Christian Metz, Jacques Lacan, Laura Mulvey, David Bordwell, Kristin Thompson, and many more.

Alfred Hitchcock remains one of the most famous and influential directors in movie history. Known as the "Master of Suspense," he directed more than 50 feature-length films from the 1920s into the 1970s. Hitchcock showed that diverse cinematic techniques could be transformed into a powerful storytelling language. Every montage and appearance of sound in his movies reminds us how Hitchcock has developed an instantly recognizable style. Through his body of work he influenced major film genres (especially thriller and horror), as well as contemporary directors as diverse as Steven Spielberg, Martin Scorsese, and Quentin Tarantino.

At least five of his films will be watched and analyzed in class in order to apply and demonstrate the different theories mentioned above.

Requirements: regular attendance, active participation, written homework, oral presentation and final term paper.

41345 British Writers of the 1930s

2 SWS; Einführungsseminar; Max. Teilnehmer: 35

Do. 16 - 17.30, 107b USB-Verwaltungstrakt (Eingang über Kerpener Str.), B IV

J. Homberg-Schramm

One of the characters in William Boyd's 1987 novel *The New Confessions* describes his "Thirties mood" as one of "failure and disillusionment". In this course we will endeavour to find out if the 1930s can offer more than just this bleak picture of Great Britain between two World Wars. Following Malcolm Bradbury's periodization, we will focus on fiction, poetry and selected non-fiction published between the Stock Exchange Crash of 1929 and the beginning of World War II in 1939. This seminar aims at analysing the forms and themes of a variety of British texts. Furthermore, we will critically engage with categorisations such as "generation".

Instead of the usual 20 min presentations, students will be expected to complete a short e-learning module on ILIAS. Students will analyse a specific aspect of Christopher Isherwood's novel *Goodbye to Berlin*. The results of this work will be presented to the class in short 10-min group presentations.

Requirements: regular attendance, active participation, group presentation (10 min) on e-learning module, term paper

41346 Introduction to Canadian Studies

2 SWS; Einführungsseminar; Max. Teilnehmer: 35

Mi. 16 - 17.30, 107b USB-Verwaltungstrakt (Eingang über Kerpener Str.), B V

F. Schweiker

This course aims at providing an overview of Canadian Studies, a research area closely related to postcolonial studies. With a main focus on fiction, we will also deal with historical and political developments in order to become familiar with Canada's complex past and present. The structure of this class will be three-fold: at first, we will deal with Canada's origins as a settler colony that has ever since been shaped by immigrants. In a second step, we will have a look at the period in which Canada gradually became more independent from Great Britain and at the Canadian Confederation of 1867, which marked a major turning point in the country's self-awareness. Eventually, we will deal with 20th- and 21st-century literature and discuss the possibilities of defining Canadian identity in the context of multicultural, global, and cosmopolitan challenges. In addition to Dionne Brand's highly acclaimed novel *What We All Long For* (2005), we will read selected theoretical texts, excerpts from major Canadian novels, as well as examples of literary short forms such as poems and short stories. Please buy and read Dionne Brand's novel *What We All Long For* (2005), all other materials will be provided in ILIAS.

Course requirements: regular attendance, active participation, presentation, term paper.

41347 Queering Shakespeare

2 SWS; Einführungsseminar; Max. Teilnehmer: 35

Di. 14 - 15.30, 103 Philosophikum, S 82

J. Schorn

This seminar offers an introduction to the field of Queer Theory, by way of analyzing various re-readings and re-writings of the plays by William Shakespeare. First, we will read excerpts of some foundational texts of Queer Theory and explore the practical tools and goals of performing "queer readings". Next, we will examine the queer potential of some of Shakespeare's plays. In "As You Like It", we will take a close look at performances and constructions of gender, and juxtapose the play with the movie "Stage Beauty" to compare and contrast notions of masculinity and femininity. The second play we will treat in depth is "The Tempest", which we will read against the background of colonialism/post-colonialism and analyze alongside the re-writing "A Tempest" by Aime Cesaire. Lastly, we will consider some recurring Shakespearean motifs in contemporary popular culture. Course requirements: Regular attendance, active participation, short presentation, term paper. Please purchase the primary literature listed below. Secondary literature and movies will be provided by the lecturer.

41348 Performance Studies: "All the World's a Stage"

2 SWS; Einführungsseminar; Max. Teilnehmer: 35

Mi. 10 - 11.30, 100 Hauptgebäude, Hörsaal XVIIa

S. Youssef

This course explores performance studies in theory and in practice: From theatre, dance, music, visual art, and other "framed" performances, to an individual's actions and behaviors in everyday life; from storytelling, folklore, and blogs; to political speeches, rituals, and celebrations. Performance studies is distinguished by its two-fold focus on theory and practice; by its borrowings from anthropology, sociology, and cultural studies, as well as from theatre history, theory, and practice. Students will apply key readings in performance theory to sites that might include theatre, concerts, museums, sporting events, and/or community celebrations, and will observe people's behaviors in everyday life (for example, in restaurants and on the street) as performance. Requirements: Readings, assignments and term paper.

41349 The Art of Adaptation in Theater and Film

2 SWS; Einführungsseminar; Max. Teilnehmer: 35

Mi. 12 - 13.30, 100 Hauptgebäude, Hörsaal XIb

S. Youssef

The term "adaptation" describes the translation of a text from one form into another. This course examines the relationship between writing and cinema by focusing on film adaptations of literary genres such as the novel, short story, nonfiction essay and theater. Integrating film adaptation theories as well as terms and strategies for analyzing film, comparing media, and connecting texts to cultures, this course offers a fresh perspective on elected literary works through study of their adaptations and brings literary perspectives to bear on the interpretation of films. Issues that will be addressed are authorship and intertextuality in media studies, the status of the "original" in a postmodern world, how identity politics and ideology function and are represented across the media(ted) incarnations of a given text, story, generic mode, or character and so on. Requirements: Readings, assignments and term paper.

41350 Reassembling the Suburbs: Space/Structure/Systems/Theory... and Shopping Malls

2 SWS; Einführungsseminar; Max. Teilnehmer: 35

Mi. 14 - 15.30, 106 Seminargebäude, S26

B. Sonnenberg-Schrank

Reassembling the Suburbs: Space/Structure/Systems/Theory... and Shopping Malls

From its origins, suburbia was based on the principle of exclusion: work was excluded from the residence, social classes from each other, the greenery of suburbia from the polluted gray of the city. The majority of Americans right now live in suburbs, intensely designed and orchestrated spaces. In this course, we will "reassemble the suburbs" and analyze these produced spaces as systems / networks: the typical single-family homes, streets, shopping malls, masculinities and femininities, and their cultural representation in literature and cinematic media.

We will read theoretical texts (e.g. by Bruno Latour, David Harvey, Gilles Deleuze & Felix Guattari, Marc Augé, Henri Lefebvre, Jean Baudrillard, Michel de Certeau, Niklas Luhmann) and apply them to the suburbs and those who live there. The fictional suburbs we will encounter, de- and re-construct, are among others Ira Levin's novel *Stepford Wives*, Richard Yates' *Revolutionary Road*, Jeffrey Eugenides' *The Virgin Suicides*, Bret Easton Ellis' *Lunar Park*, as well as movies such as George A. Romero's *zombies-in-mall shocker Dawn of the Dead*, Joe Dante's comedy *The 'Burbs*, the Coen Bros' *A Serious Man*, Todd Solondz's *Happiness*, and Penelope Spheeris' *Suburbia*.

All students are expected to give a short presentation and, if they want to obtain 5 CP/LPs, to write a 10-12 page term paper. There will be a weekly reading assignment; theoretical texts will be made available on ILIAS during the course of the semester.

41351 Subversive Imaginations: Reading Walt Whitman and Emily Dickinson

2 SWS; Einführungsseminar; Max. Teilnehmer: 35

Mo. 10 - 11.30, 103 Philosophikum, S 76

E. Vaja

In this course we will explore the poetic voice(s) of the American Renaissance (1840-1860) by discussing selected poems of Walt Whitman and Emily Dickinson. In accordance with the seditious atmosphere that characterizes the spirit of the American Civil War (1861-1865), both Whitman and Dickinson rebel decisively in poetry against established religious, political, and literary conventions of the time. We will contextualize each poet's subversiveness within the Romantic and Transcendentalist movements, addressing their treatment of nature and the individual, and, in juxtaposing Whitman's and Dickinson's approach to topics such as the body/corporeality, sex/gender, and the mind-body relationship, we will work to understand the roles each of them played in the formation of a genuinely new kind of poetry, definitive of its time. The readings will be supplemented by theoretical texts which will be made available on ILIAS during the course of the semester.

Course taught by E. Vaja.

41352 Writing Nature from Transcendentalism to the Present

2 SWS; Einführungsseminar; Max. Teilnehmer: 35

Mi. 14 - 15.30, 103 Philosophikum, S 57

J. Greve

From the onset of American culture in the 19th century until today, the concept of nature has been a defining factor in the development of the literary imagination manifest in the United States. Although the ideas of and about nature articulated in the works of thinkers and poets such as Ralph Waldo Emerson, Henry David Thoreau and Walt Whitman were foundational for initiating such an imagination, they were eventually contested by Charles Darwin's paradigmatic theory of evolution in *On the Origin of Species* (1859). Darwin's theory, considered by Sigmund Freud as one of the most severe humiliations of mankind in that the latter was regarded as descended from the animal kingdom, also had an immense impact on literature and the arts and consequently effectuated naturalist styles of writing on both sides of the Atlantic. American authors such as Stephen Crane or Jack London, then, had a quite different idea of nature than the transcendentalists, whose worship of nature had, vis-à-vis Darwin, transformed into a respect for and fear of nature. After the turn of the century, modernist styles of writing prose and poetry created yet another image in which the bond between humanity and the natural realm was shattered, reflecting the historical, cultural, and political circumstances – a tendency that intensified in the postmodern literary experiments from the 1960s onwards, which partially delved into linguistic solipsism. Nowadays, the linkage between postmodern resignation and neo-naturalism in the work of Bret Easton Ellis and the forms of expression in the novels of other contemporaries such as Cormac McCarthy redefine nature in yet different and unprecedented ways all of which will be discussed in the seminar.

The books to be purchased are:

- Henry David Thoreau, *Walden*
 - Jack London, *The Call of the Wild*
 - Bret Easton Ellis, *Less than Zero*
 - Cormac McCarthy, *All the Pretty Horses*
- NOTE THAT CLASSES START ON APRIL 16!

Ü b u n g / S e m i n a r
L i t e r a t u r w i s s e n s c h a f t (B a s i s m o d u l e)

41296 NYC - BLOCKSEMINAR

2 SWS; Übung; Max. Teilnehmer: 40

1.4.2014 - 4.4.2014 10 - 15.30, 103 Philosophikum, S 58, Block

B. Abel
E. Fritsch

Achtung: Blockseminar! Termine: Mi 19.3.14, 10.00 - ca. 13.00, Preliminaries and Introduction; Di 1.4.14, 10.00 - ca. 15.30, NYC in Literature; Mi 2.4.14, 10.00 - ca. 15.30, Language(s) in NYC; Do 3.4.14, 10.00 - ca. 15.30, Sites and Sights in NYC; Fr 4.4.14, 10.00 - ca. 13.30, Presentation, Discussion, Conclusion. Bitte beachten Sie, dass Sie für Selbstlernphasen und die Vorbereitung genügend Zeit einplanen müssen, vor allem zwischen dem 19.3. und dem 1.4.14. Die Vorlesungszeit des Sommersemesters beginnt am 7.4.14. Der abschließende Test wird während der Vorlesungszeit des Sommersemesters stattfinden. Bitte melden Sie sich in der ersten Belegphase des SoSe 14 über KLIPS zu dem Blockseminar an.

New York City is a multicultural and multilingual metropolis. This course, seeing culture as a form of "conversation across boundaries" (Appiah), will focus on New York City as an immigrant place and a cosmopolitan space. How do subjects locate themselves in such an environment? How do aspects like class, race, ethnicity, language, gender and religion influence New York's identity and the lives of its inhabitants? The focus of our literary readings will be examples of New York ethnic literature reflecting German, Jewish, Puerto Rican and Chinese American experience in particular. The focus of our linguistic analyses will be the use of non-English languages in NYC both in the past and in the present and the influence that these languages display on English. Regular attendance and active participation are mandatory (details t.b.a.). Students who wish to obtain 3 or 4 CP/LP must pass a written end-of-term test. A detailed bibliography will be provided in the first session.

Blockseminar: 19.3. Vorbereitungssitzung, Weitere Sitzungen 1.4.-4.4. in S58, Sitzung Final Test TBA

41360 From Page to Stage: Theory and Practice of Theatre Production

2 SWS; Übung; Max. Teilnehmer: 28

Mi. 12 - 13.30

R. Aczel

This course investigates the transition from text to performance in literary works written for the theatre. It introduces the theoretical work of several influential stage directors (from Meyerhold to Brook), then

embarks on a practical exploration of selected scenes from a variety of plays (classical and contemporary) towards interpretation through active performance. Participants will be expected to prepare a chosen scene for production and, in a final Klausur, answer questions on the theory, methodology and history of performance.

Raum: Studiobühne

41361 American Frontier Stories

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 17.45 - 19.15, 103 Philosophikum, S 82

C. Boge

"The idea of the frontier reflects a uniquely colonial view of a place and process of encounter between colonising people, indigenous inhabitants, and natural landscapes," Furniss argues. On this view, the frontier is a site of psychological conflict as much as of physical struggle, and American Western literature, "imbued from the start with both anticipation and nostalgia, has helped produce [...] myths of origin [...] and an] overwhelming burden of authenticity" (Lewis). Together, we will try and shed light on the role frontiers and the mythologized Wild West have played in the history of American settlement and the special place reserved for these notions in the country's collective unconscious.

Credits: 2 CP (portfolio) or 3 CP/LP (portfolio and final test), 4 CP/LP (same as 3 CP plus short oral presentation).

Please buy and read the following books before the beginning of term:

McCarthy, Cormack. *The Border Trilogy*. London: Picador, 2002.

Proulx, Annie. *Close Range: Brokeback Mountain and Other Stories*. London: Fourth Estate, 2009.

41362 Modern Classic Novels and Film Realisation_1

2 SWS; Übung; Max. Teilnehmer: 35

Di. 10 - 11.30, 106 Seminargebäude, S26

M. Fitzpatrick

Modern Classic Novels and Film Realisation: Literary Text and Film Adaptation

This course will examine a range of modern novels using the following method. You must read the text in full before class: failure to do so will mean loss of participation credit. We analyse each text closely and read secondary material and commentary. Finally, we view a film version of the novel (or parts of film versions) and discuss the world of the novel in its cinematic realisation.

Please buy these books as paperbacks, not ebooks. Information about the edition we are using, the one you must buy, is given below. The university bookshop will order copies in advance. Please do not leave purchasing them to the last minute. You must read these books before semester starts. We shall read them in this order:

1984 George Orwell, Penguin Books Ltd. 2000

The Pumpkin Eater Penelope Mortimer, Koch, Neff & Volckmar

Revolutionary Road Richard Yates, Random House UK

No Country for Old Men Cormac McCarthy, Vintage (New York)

41363 Modern Classic Novels and Film Realisation_2

2 SWS; Übung; Max. Teilnehmer: 40

Di. 12 - 13.30, 107b USB-Verwaltungstrakt (Eingang über Kerpener Str.),
B VI

M. Fitzpatrick

Modern Classic Novels and Film Realisation: Literary Text and Film Adaptation

This course will examine a range of modern novels using the following method. You must read the text in full before class: failure to do so will mean loss of participation credit. We analyse each text closely and read secondary material and commentary. Finally, we view a film version of the novel (or parts of film versions) and discuss the world of the novel in its cinematic realisation.

Please buy these books as paperbacks, not ebooks. Information about the edition we are using, the one you must buy, is given below. The university bookshop will order copies in advance. Please do not leave purchasing them to the last minute. You must read these books before semester starts. We shall read them in this order:

1984 George Orwell, Penguin Books Ltd. 2000

The Pumpkin Eater Penelope Mortimer, Koch, Neff & Volckmar

Revolutionary Road Richard Yates, Random House UK

No Country for Old Men Cormac McCarthy, Vintage (New York)

41364 Textual Analysis in Practice: Narrative

2 SWS; Übung; Max. Teilnehmer: 35

Do. 10 - 11.30, 106 Seminargebäude, S16

E.Fritsch

This course is designed to give students the opportunity for practical textual analysis through close readings of several short stories and two novels. We will focus on texts that feature protagonists or narrators that are "unstuck in time," relating traumatic events of World War II. Course texts: selected short stories, Kurt Vonnegut, Slaughterhouse 5 (1979), Martin Amis, Time's Arrow (1991), additional material will be provided.

Please buy the two novels. Credits: 2 CP (portfolio) or 3 CP/LP (portfolio and final test), 4 CP/LP (same as 3 CP plus short oral presentation).

41365 Textual Analysis in Practice: Poetry

2 SWS; Übung; Max. Teilnehmer: 40

Do. 12 - 13.30, 107b USB-Verwaltungstrakt (Eingang über Kerpener Str.), B VI

E.Fritsch

This course is designed to give students the opportunity for practical textual analysis through close readings of selected poetry. We will range widely from Shakespeare to contemporary poetry from Britain and the United States covering an extensive variety of lyrical genres. Particular attention will be paid to the sonnet. Credits: 2 CP (portfolio) or 3 CP/LP (portfolio and final test), 4 CP/LP (same as 3 CP plus short oral presentation).

41366 Textual Analysis in Practice: American Short Story

2 SWS; Übung; Max. Teilnehmer: 34

Do. 14 - 15.30, 341 Rechenzentrum, Berrenrather Str., S343

A.Gutenberg

This course is designed to give students the opportunity for practical textual analysis. Our focus will be on short prose fiction by male and female American writers and will range from the earliest and classic examples to more recently published short stories by writers of different ethnic origins. Central topics for discussion include the representation of typically American themes and places as well as questions of sexual and racial identity. Texts will be provided in a reader. Course evaluation will be based on regular attendance, active participation and a written test in the final week of term (for LN). For 'aktive Teilnahme', an oral presentation in class will be required.

41367 Textual Analysis in Practice: Drama

2 SWS; Übung; Max. Teilnehmer: 24

Mo. 10 - 11.30, 103 Philosophikum, S 90

G.Westphal

This course is designed to give students the opportunity for practical textual analysis through close readings of several plays by various authors. We will also investigate the means of turning a dramatic text into an actual play production on stage. Course texts: Marsha Norman, 'night Mother; David Henry Hwang, M. Butterfly; Timberlake Wertenbaker, Our Country's Good, Simon Stephens, Pornography. Additional material will be provided in class.

Scheine: Aktive Teilnahme; Referat ; Leistungsnachweis. Regardless of the type of Schein students will be expected to take active part in the in-class-discussions, attend classes regularly, and - in groups of 3 or 4 - to do a performance of a scene of their choice.

!!Attention/Wichtig!!!

There will be two session on a Saturday morning (on May 10, and July, 5). As compensation, the Monday sessions on July 7 and 14 will NOT take place. Please take this into consideration when planning your semester.

Es werden zwei Sitzungen außer der Reihe an einem Samstag morgen stattfinden (10. Mai und 5. Juli). Dafür fallen die beiden letzten Montage (7. und 14. Juli) aus. Bitte berücksichtigen Sie dies bei Ihrer Semesterplanung.

41368 American Transcendentalism and the Dark Romantics

2 SWS; Übung; Max. Teilnehmer: 40

Do. 16 - 17.30, 103 Philosophikum, S 82

K.Kawar
H.Berressem

This course will explore the central figures of Transcendentalism, a uniquely American religious, philosophical, and political movement of the mid-nineteenth century. Influenced by the tenets of German and British Romanticism, prominent Transcendentalists such as Ralph Waldo Emerson, Henry David

Thoreau, and Margaret Fuller espoused radically optimistic beliefs in the power and potential of the individual, who, they believed, stood in harmony with a benevolent god present in and accessible through nature (rather than the inaccessible, punishing god of the Calvinist tradition). In stark contrast to this positive view of humanity, writers such as Nathaniel Hawthorne, Edgar Allan Poe, and Herman Melville presented much darker, more critical visions of the human and nature, ones in line with the more Gothic elements of the Romantic tradition. In juxtaposing the visions of the Transcendentalists with the 'dark romantics,' we will work to develop a sense of the philosophical problems these 19th century thinkers grappled with through various literary and aesthetic forms, paying special attention to the political ramifications their projects had in the development of 'America' as a nation and an ethos.

41369 American Realisms

2 SWS; Übung; Max. Teilnehmer: 40

Di. 8 - 9.30, 106 Seminargebäude, S14

L. Morris
H. Berressem

American Realisms (Laura Morris)

With its focus set on American Realism, the course will trace and discuss the development of major literary styles and patterns linked to the mimetic representation of reality in American fiction. Alongside a general survey of American Realism, we will begin with close readings of pivotal 19th century Realist novelists such as Henry James and James Dean Howells. In the second part of the semester, we shall compare and contrast the traditional realist techniques and devices with Realism's apparent adversary, postmodern fiction, as well as delineate their influence on contemporary American fiction and its tendency towards the restoration of mimetic practices and discourses. One of our main goals will therefore be to examine whether and, if so, how writers have incorporated, revised or disregarded the original Realist poetics in their own writings and whether it still makes sense to speak of a monolithic realism.

41370 Education in British Drama - BLOCKSEMINAR

2 SWS; Übung; Max. Teilnehmer: 30

k.A.

S. Newman

This course will be mainly focused on the theme of education as depicted in modern British theatre, focusing on plays by three of Britain's most popular playwrights of the 20th century: Alan Bennett, Terence Rattigan, and Willy Russell. We will be examining the common themes which occur in the plays, as well as their social and cultural settings. Film adaptations of the plays will also be shown as part of the course.

Students must have read all the plays BEFORE the first day of the course. The plays are not long!!

Students can obtain either 2, 3, or 4 CPS in this course. Further details will be announced on the first day of the course. Please note that FULL attendance and active participation are necessary if you wish to obtain any credit for the course!

COURSE TEXTS:

(Please note that these are the recommended editions, but it is OK if you have a different edition. Please make sure, however, that it is the same play!!)

Terence Rattigan, *The Browning Version*, Nick Hern Books, Oct 2002

Alan Bennett, *The History Boys*, Faber and Faber, 1st edition, Jun 2004

Willy Russell, *Educating Rita*, Methuen Drama, 10 May 2009

NB If you sign up for the course, and KLIPS does not allocate you a place, and you are sure you want to attend, please email me: sigrid.newman@uni-koeln.de

ALSO: IF KLIPS ALLOCATES YOU A PLACE AND YOU NO LONGER WISH TO TAKE THE COURSE, YOU MUST INFORM ME VIA EMAIL WELL BEFORE THE FIRST DAY OF THE COURSE. Sanctions will be taken against any student who fails to do this, as it is unacceptable and unprofessional behaviour.

The Blockseminar will take place on:

21st March 10-17.00

27th March 10-17.00

28th March 10-17.00

in ROOM S82

Please note - there will be breaks for lunch etc.

41371 An Introduction to Intercultural Communication

2 SWS; Übung; Max. Teilnehmer: 36

Mi. 10 - 11.30, 107b USB-Verwaltungstrakt (Eingang über Kerpener Str.),
B VI

E. Start

It is not the language but the speaker that we wish to understand. (Indian Saying)

This course will focus on the different ways of viewing culture and cultural values, and on perspectives on communication. We will analyse case studies and significant theory and examine barriers to intercultural communication, including the widespread use of English as a second language. Students will be encouraged to reflect on their own identity, culture and experiences, and indeed their approach to intercultural communication.

Regular attendance, active participation and the successful completion of a pass/fail test are mandatory to obtain 3 CP (details t.b.a.). Exchange students are very welcome and should send an email to secure a place if unable to register on KLIPS.

41372 "The Continent of Flat Thoughts" - Theories of Photography and the American Imagination

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 14 - 15.30, 107b USB-Verwaltungstrakt (Eingang über Kerpener
Str.), B V

J. Greve

What is the special import of the photograph in the proliferation of reality? How does it distinguish itself from other (recording) media like film or writing? Since when and why have human beings regarded photography as a privileged and exact tool to represent reality, an indispensable instrument for various scientific practices that is at the same time suffused by a seemingly naïve and dogmatic view as concern the possibilities to apprehend the real? Is it desirable to forge a "philosophy of photography" in the same way that we have one of literature, language, history and film? What does 'alienation' mean for the practice and reception of photography and what are the latter's socio-cultural merits as an instrument to record historical events? Finally, how do other forms of artistic practice intersect and compete with it, and how are they influenced by it in their documentation, representation and, above all, their imagination of the environment in which they were produced?

Apart from interpreting selected works of American photographers, writers and artists in general, including Man Ray, Walker Evans, William Carlos Williams, Mark Z. Danielewski, Andy Warhol, Edward Berko, and Liz Deschenes, this course will discuss the above questions with respect to several key theories of photography, starting with Walter Benjamin's assessment of photography in the age of mechanical reproduction. It will examine Susan Sontag's thoughts on photographic voyeurism and politics, Roland Barthes' distinction of the "punctum" and the "studium" in photography, as well as Gilles Deleuze and Félix Guattari's conception of "faciality/landscapity". Other more contemporary theories such as Vilém Flusser's notion of the "technical image", and François Laruelle's concept of non-photography will conclude the seminar.

Please purchase and start reading the following books:

Susan Sontag, On Photography

Roland Barthes, Camera Lucida

The additional reading material will be provided in a folder and via Ilias.
NOTE THAT CLASSES START ON APRIL 14!

41373 "The World is Enough." Nature in American Cinema.

2 SWS; Übung; Max. Teilnehmer: 40

Fr. 14 - 15.30, 103 Philosophikum, S 63

N. N.
H. Berressem

This seminar has a twofold objective: It introduces students to the main concepts of film studies and it discusses conceptualizations of nature in American cinema.

From the notion of a promised, virgin land through transcendentalism to the virtual landscapes of today, the notion of nature has been a crucial subject-matter in American cultural history. We will examine in particular the work of Terrence Malick (most notably *Badlands*, 1973; *Days of Heaven*, 1978; *The Thin Red Line*, 1998), Werner Herzog (here, especially *Fata Morgana*, 1971; *Aguirre* 1972; *Heart of Glass*, 1976; *Grizzly Man*, 2005), Gus Van Sant (*Gerry* 2002) and Shane Carruth (*Upstream Color* 2013).

The discussion of the films will be supplemented by theoretical texts by a.o. Stanley Cavell, Dana Phillips, Ralph Waldo Emerson, Giordano Bruno, Félix Guattari, Paul Schrader. There will be weekly screenings of the respective movies for those students who do not have the DVDs available. The screenings will be on Fridays from 4 to 5.30 p.m. Attendance is optional, what is not optional is that participants need to have watched the movies. (Room to be announced.)

A schedule will be provided in the first session. Texts will be made available on Ilias during the course of the semester. In order to obtain 3 credit points, regular attendance and a successful completion of a final exam is required.

Course taught by Jan-Nicolai Kolorz.

41374 Textual Analysis in Practice: American Short Story

2 SWS; Übung; Max. Teilnehmer: 24

Mi. 12 - 13.30, 103 Philosophikum, S 90

A. Gutenberg

This course is designed to give students the opportunity for practical textual analysis. Our focus will be on short prose fiction by male and female American writers and will range from the earliest and classic examples to more recently published short stories by writers of different ethnic origins. Central topics for discussion include the representation of typically American themes and places as well as questions of sexual and racial identity. Texts will be provided in a reader. Course evaluation will be based on regular attendance, active participation and a written test in the final week of term (for LN). For 'aktive Teilnahme', an oral presentation in class will be required.

41375 Screen Dreams: Television and Video in 1970s and 80s American Culture

2 SWS; Übung; Max. Teilnehmer: 40

Mi. 17.45 - 19.15, 107b USB-Verwaltungstrakt (Eingang über Kerpener Str.), B IV

N.N.
H. Berressem

This course will look at how TV and the video have impacted American culture during the 1970s and 80s. We will also investigate how these media have been theorized by a number of eminent scholars of the day (above all Marshall McLuhan and Jean Baudrillard) and reveal the panorama of a media age (after the radio and before the computer/internet age) during which both new aesthetics and new modes of perception were introduced that shape our audiovisual sensorium up to the present day. We will thus touch on a variety of still highly virulent topics ranging from questions of reality and simulation to the fields of gender, sexuality and surveillance. In doing so, we will also look at a selection of video art works and music videos addressing these issues which will allow us to see how artists have used, explored or resisted these new and culturally dominant media.

Course texts: *Americana* (1971) by Don DeLillo and *Less Than Zero* (1985) by Bret Easton Ellis that everyone should buy and have read before the semester starts. Additionally, two short stories by J.G. Ballard: "The Intensive Care Unit" (1977) and "Motel Architecture" (1978), selected passages from Ellis' *American Psycho* (1991) as well as the works of theorists mentioned above. These will be provided via ILIAS.

Requirements: regular attendance, active participation in class as well as one short presentation/essay/video analysis during the seminar. Weekly screenings of relevant movies are planned just as much as a visit to the Ludwig Forum in Aachen.

Course taught by Sascha Klein. email: sklein@smail.uni-koeln.de

41447 EWA / Tutorium - Schwerpunkt Literaturwissenschaft / A-Seminar

2 SWS; Tutorium; Max. Teilnehmer: 20

Mi. 14 - 15.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor III

M. Klages-Kubitzki
N.N.

41448 EWA / Tutorium - Speaking and Writing in English_1 (Focus on Speaking)

2 SWS; Tutorium; Max. Teilnehmer: 20

Di. 16 - 17.30, 103 Philosophikum, S 83

N.N.
M. Klages-Kubitzki

41449 EWA / Tutorium - Speaking and Writing in English_2 (Focus on Speaking)

2 SWS; Tutorium; Max. Teilnehmer: 20

Do. 14 - 15.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor III

N.N.
M.Klages-Kubitzki

41450 EWA / Tutorium - Speaking and Writing in English_3 (Focus on Writing)

2 SWS; Tutorium; Max. Teilnehmer: 20

Mi. 14 - 15.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor II

N.N.
M.Klages-Kubitzki

41451 EWA / Tutorium - Speaking and Writing in English_4 (Focus on Writing)

2 SWS; Tutorium; Max. Teilnehmer: 20

Fr. 12 - 13.30, 103 Philosophikum, S 94

M.Klages-Kubitzki
N.N.

H a u p t s e m i n a r L i t e r a t u r w i s s e n s c h a f t

41376 Narrative Becomes Voice-Over? American Novels into Film

2 SWS; Hauptseminar; Max. Teilnehmer: 75

Di. 14 - 15.30, 103 Philosophikum, S 91

H.Berressem

The seminar deals with the complicated processes that define turning novels into films and vice versa. Drawing on theories of intermediality, adaptation and 'script-writing,' it analyzes a number of translations from one medium into the other. Films and novels that will be treated include: *The Birds*, *The Big Sleep*, *American Psycho*, *No Country for Old Men*, *What Maisie Knew*, *The Great Gatsby*, *Adaptation* and *Point Omega*. The novels as well as the films should be read/watched before they are discussed in class. Additional theoretical texts will be uploaded on ILIAS.

41377 American Objects

2 SWS; Hauptseminar; Max. Teilnehmer: 75

Mi. 12 - 13.30, 103 Philosophikum, S 91

H.Berressem

In recent years, the theoretical landscape has witnessed a turn from an interest in texts and writing to an interest in bodies and objects. The most intensely debated philosophical trends are 'object oriented philosophy' and 'speculative realism' on the one hand, and Bruno Latour's 'actor-network theory' on the other. In the field of American Studies, Bill Brown's 'Thing Theory' is the perhaps best-known approach that puts objects and their function in literature into the center of interest. Drawing on these approaches, as well as earlier 'object oriented' theories, the seminar will take objects that in some way 'represent' or 'express' America. We will approach these real-life objects initially through their medial representations; the discussions should, however, go beyond these representations. Among the objects treated will be: *The Barbie Doll* (Karen Carpenter Superstar), *The Ford automobile* (Thelma and Louise), *The Skyscraper* (Manhattan Transfer), *The Drive-In Theater*, *The Diner* (American Diner), *The Grand Canyon*, *Jeans | T-Shirts* (Zero History), *The Electric Guitar* (Bob Dylan), *The Colt | Winchester Rifle* (Winchester 73), *Apple Pie* (Betty Crocker), *Sunglasses* (Ray Ban). Theoretical texts will be uploaded to ILIAS.

41378 Chance and Probability in English Fiction

2 SWS; Hauptseminar; Max. Teilnehmer: 40

Mo. 12 - 13.30, 103 Philosophikum, S 58

J.Hoydis

The rise of mathematical probability theory, which coincides with the rise of the novel genre in the eighteenth century, is accompanied by an equally great concern with the anti-probable (i.e. gambling, lotteries, speculation) and brings both a belief in the human control over the future and scientific calculability of chances, as well as an acute awareness of risk, randomness and contingency. In this class we will discuss texts from the early 18th up to the 21st centuries and consider concepts that shape the human perception of narrative and the world, including accident, chance, coincidence, causality, (im)probabilities etc. Beginning with Daniel Defoe's *Robinson Crusoe* (1719), whose protagonist calculates the odds of survival on an island, we will encounter various contingencies in Laurence Sterne's *Tristram Shandy* (1759-1767), a string of disasters in Iris Murdoch's *An Accidental Man* (1971) and follow the uncanny events in Rebecca Stott's thriller *Ghostwalk* (2007) which links present-day Cambridge academia to the times of Isaac Newton. We will also consider short stories by Thomas Hardy and selected Victorian poetry. Requirements: regular attendance, reading in preparation for class, group presentation, final term paper (15-20p).

Please acquire a copy of the following novels:

- Daniel Defoe, *Robinson Crusoe* (Arcturus)
- Laurence Sterne, *The Life and Opinions of Tristram Shandy* (Penguin Classics)
- Iris Murdoch, *An Accidental Man* (Chatto & Windus)
- Rebecca Stott, *Ghostwalk* (Weidenfeld & Nicolson)

All other course materials and texts will be made available in ILIAS.

41379 Ethical Encounters

2 SWS; Hauptseminar; Max. Teilnehmer: 75

Di. 12 - 13.30, 103 Philosophikum, S 91

B. Neumeier

This course will focus on the theatre as a space for the discussion of ethical issues as well as on the theatrical experience itself as an ethical encounter. How does such an encounter take place? What does it demand from the spectator? Which affects and emotions are being addressed? How important are ethical issues in contemporary theatre? These questions will be addressed with reference to theatre history and a wide variety of contemporary play texts, including Tom Stoppard, *Professional Foul* (1977); Peter Shaffer, *Equus* (1973); Harold Pinter, *Betrayal* (1978); Patrick Marber, *Closer* (1997); Lucy Prebble, *The Sugar Syndrome* (2003); Yael Farber's Strindberg adaptation, *Mies Julie* (2012); Athol Fugard, *Blood Knot* (1961); and Richard Frankland, *Conversations with the Dead* (2002).

PLEASE NOTE: Contemporary play texts will be made available on Ilias. In addition, please bring your own copies of William Shakespeare's *The Tempest*, *Othello* and *King Lear*.

41392 The London Stage

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Do. 14 - 15.30, 103 Philosophikum, S 91

B. Neumeier

The focus of this course is on contemporary British theatre and culture. It will provide an overview of some of the recent trends on the London stages via close readings of plays staged during the current London theatre season. During a one-week stay in London (June 16-21, 2014) participants will have the opportunity to see and discuss new theatre productions (at the Globe, the National Theatre, the Royal Court, Fringe), attend a workshop at the Royal Academy of Dramatic Arts and to talk to theatre professionals and playwrights.

Requirements: attendance of three live performances and the submission of reviews, attendance, class participation and group work.

The trip to London is not mandatory for obtaining the "Hauptseminarschein". All students who wish to obtain the "Hauptseminarschein" must hand in a term paper by August 15th.

Students who want to apply for the trip to London are required to submit a 1000 word motivational letter, describing why they wish to participate in the excursion by February 19, 2014 (to be emailed to Sarah Youssef sarah.youssef@uni-koeln.de). If accepted, participants will be required to pay a down payment by February 21, 2014. Participation in the excursion (not the seminar) is limited to 20.

PLEASE NOTE: The deadline for the application has been extended until February 19!

Ü b u n g / S e m i n a r L i t e r a t u r w i s s e n s c h a f t (A u f b a u m o d u l e)

41385 Heidegger and the Poetry of Being

2 SWS; Übung; Max. Teilnehmer: 40

Di. 14 - 15.30, 107b USB-Verwaltungstrakt (Eingang über Kerpener Str.),
B VI

R. Aczel

This course offers an introduction to Heidegger's thinking about poetry and an exploration of poetry in the light of Heidegger's thinking. Starting from Heidegger's concept of interpretation in *Sein und Zeit*, we will move on to consider texts on language and art, before looking at some of Heidegger's more specific statements about poetry as "worthhafte Stiftung des Seins". These readings will provide a resource for a new encounter with a range of English and American poetry – from the celebration of "being" in Gerard Manley Hopkins to the encounter with "nothingness" in Wallace Stevens.

41386 'Whaur's yer Wullie Shakespeare noo?': 20th-century Scottish Drama

2 SWS; Übung; Max. Teilnehmer: 30

Mi. 16 - 17.30, 103 Philosophikum, S 78

S. Allan

Scottish literature has frequently been seen as considerably weakened by the dearth of a strong native tradition of drama. Overwhelmed by Elizabethan drama and left to rot when James VI moved his court to London in 1603 (to the benefit of English Jacobean drama), and held by Calvinists to be intrinsically evil, there was only sporadic activity on the Scottish stage from then on, despite David Lindsay's *Ane Satyre of the Thrie Estaitis* (1554) having promised more great things to come. Although John Home's *Douglas* (premiered in Edinburgh in 1756) was a huge success and it did incite a member of the audience to exclaim 'Whaur's yer Wullie Shakespeare noo?', the play did not incite an unstoppable revival in homegrown drama. It was not until the 20th-century that any consistent renaissance took place on the

Scottish stage and this course will focus on a selection of plays from that time by playwrights ranging from Ena Lamont Stewart, John Byrne to Chris Hannan, Irvine Welsh and Liz Lochhead. Students MUST attend the first class in order to secure their place.

41387 Postcolonial Crime Fiction

2 SWS; Übung; Max. Teilnehmer: 40

Do. 16 - 17.30, 341 Rechenzentrum, Berrenrather Str., S336

C. Boge

The prefix 'post' in postcolonial is commonly understood as a temporal indicator demarcating the end of colonial rule in a particular area, and as a signifier of ongoing political activity, a redressing of wrongs and raising of awareness of the structural inequalities brought about by colonialism. In Nadine Gordimer's post-apartheid novel *The House Gun*, an affluent white couple witness a reversal of the former power imbalances in South Africa when their son is accused of murder and charged with the death penalty. The eponymous heroine of Michael Ondaatje's *Anil's Ghost* returns to her native Sri Lanka as a forensic anthropologist in the employ of an international human rights group to uncover crimes against humanity. Peter Carey's *Theft: A Love Story* sends two Australian art forgers into the chaos of metropolitan New York. Please buy and read the novels before the beginning of term.

41388 World War I in Fiction and Poetry

2 SWS; Übung; Max. Teilnehmer: 38

Mi. 10 - 11.30, 106 Seminargebäude, S24

E. Fritsch

In this course, we will read and discuss texts that treat the experience of "The Great War" from a variety of perspectives, either written during the war or representing a retrospective view. Course texts: Selected Poetry (R. Graves, W. Owen, S. Sassoon, D.H. Lawrence and others) and short stories (E. Hemingway and others), Pat Barker, *Regeneration* (Penguin, 1992), Joseph Boyden, *Three Day Road* (Penguin, 2006). Creditation depending on course of study and combination of written exercises (2 CP or 3 CP/LP) and short presentation with written component (4 CP/LP).

41389 Utopia and Dystopia

2 SWS; Übung; Max. Teilnehmer: 38

Di. 12 - 13.30, 106 Seminargebäude, S26

A. Gutenberg

The utopia and its offshoot, the dystopia, are literary and filmic genres that explore and often criticize social and political structures. While utopian fiction consist in the creation of an ideal world, dystopian fiction is the creation of a nightmare world. Many narratives combine utopian and dystopian elements, with a varying focus on aspects such as economy, education or technology and especially reproduction. Their ideological impact reaches from a critique of capitalism and unrestrained technological progress to sexist and racist tendencies which can take extreme forms. This course explores utopia and dystopia literature in the form of short narrative fiction, novels and film. TEXTS you need to buy: Aldous Huxley: *Brave New World* (Vintage); George Orwell: *1984* (Penguin); Ray Bradbury: *Fahrenheit 451* (Simon Margaret Atwood: *The Handmaid's Tale* (Anchor); Suzanne Collins: *The Hunger Games 1* (Scholastic US). Other texts/films to be announced.

41391 Postcolonial Science Fiction

2 SWS; Übung; Max. Teilnehmer: 40

Mi. 16 - 17.30, 103 Philosophikum, S 82

J. Hoydis

Caribbean writer Nalo Hopkinson defines postcolonial science fiction as "Stories that take the meme of colonizing the natives and, from the experience of the colonizee, critique it, pervert it, fuck with it, with irony, with anger, with humour, and also, with love and respect for the genre of science fiction that makes it possible to think about new ways of doing things." Taking Hopkinson's definition as a point of departure, in this course we will look at the characteristics and the critical potential of the emerging field of postcolonial 'speculative' or 'science' fiction and interrogate what the genre potentially has to offer with regard to literary theory, indigenous knowledge production, ongoing processes of decolonization and criticism of discourses of globalization, environmental destruction and technological advance. We will focus on four writers from India, Canada, the Carribean, and South Africa, and novels set in spaces in and out of this world: Amitav Ghosh's *The Calcutta Chromosome*, Nalo Hopkinson's *Midnight Robber*, Margaret Atwood's *Oryx and Crake*, and Lauren Beukes' *Moxyland*, as well as considering some short stories and film examples.

Please acquire copies of the following novels:

- Amitav Ghosh, *The Calcutta Chromosome* (1997, Avon Books)
- Nalo Hopkinson, *Midnight Robber* (2000, Warner Books)
- Margaret Atwood, *Oryx and Crake* (2009, Virago)
- Lauren Beukes, *Moxyland* (2009, HarperCollins)

41392 The London Stage

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Do. 14 - 15.30, 103 Philosophikum, S 91

B. Neumeier

The focus of this course is on contemporary British theatre and culture. It will provide an overview of some of the recent trends on the London stages via close readings of plays staged during the current London theatre season. During a one-week stay in London (June 16-21, 2014) participants will have the opportunity to see and discuss new theatre productions (at the Globe, the National Theatre, the Royal Court, Fringe), attend a workshop at the Royal Academy of Dramatic Arts and to talk to theatre professionals and playwrights.

Requirements: attendance of three live performances and the submission of reviews, attendance, class participation and group work.

The trip to London is not mandatory for obtaining the "Hauptseminarschein". All students who wish to obtain the "Hauptseminarschein" must hand in a term paper by August 15th.

Students who want to apply for the trip to London are required to submit a 1000 word motivational letter, describing why they wish to participate in the excursion by February 19, 2014 (to be emailed to Sarah Youssef sarah.youssef@uni-koeln.de). If accepted, participants will be required to pay a down payment by February 21, 2014. Participation in the excursion (not the seminar) is limited to 20.

PLEASE NOTE: The deadline for the application has been extended until February 19!

41392a Exkursion: The London Stage

2 SWS; Übung; Max. Teilnehmer: 20

, Block+SaSo

The focus of this course is on contemporary British theatre and culture. During a one week stay in London (xx 2014) participants will have the opportunity to see and discuss new theatre productions (at the Globe, the National Theatre, the Royal Court, Fringe), attend a workshop at the Royal Academy of Dramatic Arts and to talk to theatre professionals and playwrights.

Preliminary discussion and registration on xx in Professor Neumeier's office (room 122/3).

B. Neumeier

41393 Border Crossings - Irish Literature

2 SWS; Übung; Max. Teilnehmer: 28

Fr. 14 - 15.30, 102 (Studierenden-Service-Center [SSC]), S 37

Some would argue that the most divisive border in Ireland is not the physical one that divides North from South, but one that is intangible. This course will examine the representation of psychological, cultural and social borders in the context of Irish and Anglo-Irish twentieth century fiction, film and poetry.

COURSE TEXTS:

Jennifer Johnson: How Many Miles to Babylon? Publisher: Penguin; Re-issue edition (2010)

Colm Toibin, The Heather Blazing Publisher: Picador; 8 edition (2011)

Brian Moore, Lies of Silence Publisher: Vintage; New Ed edition (7 Jan 2010)

David Park, The Truth Commissioner, Publisher: Bloomsbury (2 Feb 2009)

S. Newman

41394 Sociologies of Literature and Culture

2 SWS; Übung; Max. Teilnehmer: 30

Do. 17.45 - 19.15, 102 (Studierenden-Service-Center [SSC]), S 40

Do. 3.7.2014 17.45 - 19.15, 103 Philosophikum, S 78

Cultural Studies, Gender Studies, Postcolonial Studies – many recent approaches in the humanities deal with literature in its social context, making use of sociological concepts and theories. In this seminar, we will read a selection of classic texts on literature, culture and society, and explore the sociologies developed or implied in these texts. By studying seminal works by Raymond Williams, Walter Benjamin, Michel Foucault, Pierre Bourdieu and others, competing ideas about the structure of society, the meaning of social change and the function of literature and culture will be identified and discussed. Course material will be made available on ILIAS.

Course taught by PD Dr. Tilman Höss.

T. Höss

NEW COURSE!

Kolloquien / Oberseminare Literaturwissenschaft

41400 Examenskolloquium

2 SWS; Kolloquium; Max. Teilnehmer: 30

Di. 14 - 15.30, 332 Alte Mensa, S 200

This class offers a chance to students who are about to take their final exams to present their essays and take mock exams.

B. Neumeier

41401 Forschungskolloquium Gender Studies

2 SWS; Kolloquium; Max. Teilnehmer: 20

This colloquium provides a platform for students to present their research/work in progress. Registration in my office hours.

41402 Kolloquium Amerikanistik

2 SWS; Kolloquium; Max. Teilnehmer: 40

Mo. 14 - 15.30, 106 Seminargebäude, S22

H. Berressem

41403 Forschungskolloquium Amerikanistik

2 SWS; Kolloquium; Max. Teilnehmer: 18

Di. 17.45 - 19.15, 103 Philosophikum, S 87

H. Berressem

F A C H D I D A K T I K**43963 Grundlagen der Didaktik der modernen Fremdsprachen**

2 SWS; Vorlesung; Max. Teilnehmer: 190

Di. 17.45 - 19.15, 100 Hauptgebäude, Hörsaal XIII

A. Willems

Die Veranstaltung richtet sich in erste Linie an BA-Studierende und LPO 2003-Studierende ohne oder mit nur geringen Vorkenntnissen im Bereich der Fremdsprachendidaktik. Gemeinsam – d.h. durchaus handlungsorientiert und interaktiv – soll u.a. den Fragen nachgegangen werden, wie (Fremd-)sprachen gelernt bzw. erworben werden; welche bildungspolitischen Rahmenbedingungen den Fremdsprachenunterricht (FSU) an Bildungseinrichtungen in Deutschland regeln; welche Grundkompetenzen im FSU sowohl rezeptiv als auch produktiv gefördert werden sollten und wie dies geschehen kann; wo im modernen FSU die Bereiche Wortschatz- und Grammatikarbeit anzusiedeln sind; wie sich Interkulturelle Kompetenz definiert und wie ihre Herausbildung unterstützt werden kann; wie Literatur im FSU eingesetzt werden und vieles mehr. Je nach Gruppengröße soll die Möglichkeit zur selbständigen Durchführung von Unterrichtssequenzen gegeben werden.

Da es sich um eine sprachübergreifende Veranstaltung handelt, wird der theoretische Rahmen auf der Metaebene behandelt werden, die fremdsprachlichen Beispiele aber immer aus verschiedenen Zielidiomen gewählt werden, ohne das grundlegende Verständnis zu gefährden. Die sprachliche Vielfalt der teilnehmenden Studierenden soll zu einer Bereicherung der Veranstaltung beitragen. Aufgrund eines Beschlusses der Fächergruppenvertreter haben Studierende der Niederlandistik und Slavistik ein Vorzugsrecht bei der Platzvergabe im Falle einer Überbelegung der Veranstaltung.

43964 Aktuelle Tendenzen in der Fremdsprachendidaktik: Literatur - Text- Medium

2 SWS; Vorlesung; Max. Teilnehmer: 190

Mi. 16 - 17.30, 100 Hauptgebäude, Hörsaal XIII

A. Willems

Die Veranstaltung richtet sich in erster Linie an MA-Studierende bzw. Studierende nach LPO 2003 im Hauptstudium, die bereits über die Grundkenntnisse im Bereich der Fremdsprachendidaktik/Fachdidaktik der studierten Zielfremdsprache verfügen und ihre Kompetenzen in einem Schwerpunktthema ausweiten möchten.

Gemeinsam – d.h. durchaus handlungsorientiert und interaktiv – sollen zunächst die Grenzen des Gebietes ‚Literatur – Text – Medium‘ abgesteckt sowie die Inhalte genau definiert werden, um anschließend gezielten Fragestellungen nachzugehen, wie bspw. dem Einsatz bestimmter literarischer Gattungen im Fremdsprachenunterricht (FSU) (bspw. bezogen auf Auswahl und Umsetzung); Einsatz von authentischem Textmaterial zur Förderung der Interkulturellen Kompetenz; Literatur und Texte in unterschiedlicher medialer Präsentation (bspw. Film, Podcast, Lieder, Chats, Comics); literaturästhetische Erziehung im Rahmen des FSU; Transfer eines Textes in unterschiedliche Textsorten und Repräsentationsformen und vieles mehr. Je nach Gruppengröße soll die Möglichkeit zur selbständigen Durchführung von Unterrichtssequenzen gegeben werden.

Da es sich um eine sprachübergreifende Veranstaltung handelt, wird der theoretische Rahmen auf der Metaebene behandelt werden, die fremdsprachlichen Beispiele aber immer aus verschiedenen Zielidiomen gewählt werden, ohne das grundlegende Verständnis zu gefährden. Die sprachliche Vielfalt der teilnehmenden Studierenden soll zu einer Bereicherung der Veranstaltung beitragen.

Aufgrund eines Beschlusses der Fächergruppenvertreter haben Studierende der Niederlandistik und Slavistik ein Vorzugsrecht bei der Platzvergabe im Falle einer Überbelegung der Veranstaltung.

F a c h d i d a k t i s c h e Ü b u n g e n

Vorbereitungsseminar für das Schul- / Fachpraktikum / Grundlagenseminar Fachdidaktik

- 41410 Vorbereitungseminar zum Schulpraktikum_1/Grundlagenseminar Fachdidaktik_1**
2 SWS; Übung; Max. Teilnehmer: 40
Mo. 8 - 9.30, 107b USB-Verwaltungstrakt (Eingang über Kerpener Str.), B IV
K. Kutzbach
- Die vorbereitende/einführende Übung richtet sich an Studierende der Lehramtsstudiengänge LPO 2003 (a) oder Bachelor Unterrichtsfach Englisch (b), die ihr schulisches Fachpraktikum (a) bzw. ihr Berufsfeldpraktikum (b) in Kürze absolvieren. Vor dem Hintergrund zentraler Problemfelder von Schule und Unterricht befasst sich die Übung mit didaktischen und fachdidaktischen Ansätzen, Konzepten und Methoden sowie mit Kriterien zur erfolgreichen Planung, Durchführung und Evaluation von Unterricht. Neben der Diskussion der theoretischen Grundlagen steht die Entwicklung, Vorstellung und Evaluation eigener Unterrichtsentwürfe zu den zentralen Kompetenzbereichen im Vordergrund.
- LPO-2003-Studierende können in dieser Übung den aktiven Teilnahmenachweis für Modul A1.5 oder A2.5, jedoch nicht für Modul A5 erwerben. Lehramtsbachelorstudierende müssen die Übung mit einer endnotenrelevanten Klausur abschließen (AM 4.1). Die Anforderungen werden in der ersten Sitzung besprochen.
- Plätze von Studierenden, die ohne vorherige Mitteilung an die Dozentin in der ersten Sitzung nicht anwesend sind, werden ggf. an Studierende auf der Warteliste vergeben.
- 41411 Vorbereitungseminar zum Schulpraktikum_2/Grundlagenseminar Fachdidaktik_2**
2 SWS; Übung; Max. Teilnehmer: 40
Di. 8 - 9.30, 100 Hauptgebäude, Hörsaal VIIa
K. Kutzbach
- Die vorbereitende/einführende Übung richtet sich an Studierende der Lehramtsstudiengänge LPO 2003 (a) oder Bachelor Unterrichtsfach Englisch (b), die ihr schulisches Fachpraktikum (a) bzw. ihr Berufsfeldpraktikum (b) in Kürze absolvieren. Vor dem Hintergrund zentraler Problemfelder von Schule und Unterricht befasst sich die Übung mit didaktischen und fachdidaktischen Ansätzen, Konzepten und Methoden sowie mit Kriterien zur erfolgreichen Planung, Durchführung und Evaluation von Unterricht. Neben der Diskussion der theoretischen Grundlagen steht die Entwicklung, Vorstellung und Evaluation eigener Unterrichtsentwürfe zu den zentralen Kompetenzbereichen im Vordergrund.
- LPO-2003-Studierende können in dieser Übung den aktiven Teilnahmenachweis für Modul A1.5 oder A2.5, jedoch nicht für Modul A5 erwerben. Lehramtsbachelorstudierende müssen die Übung mit einer endnotenrelevanten Klausur abschließen (AM 4.1). Die Anforderungen werden in der ersten Sitzung besprochen.
- Plätze von Studierenden, die ohne vorherige Mitteilung an die Dozentin in der ersten Sitzung nicht anwesend sind, werden ggf. an Studierende auf der Warteliste vergeben.
- 41412 Vorbereitungseminar zum Schulpraktikum_3/Grundlagenseminar Fachdidaktik_3**
2 SWS; Übung; Max. Teilnehmer: 40
Mi. 8 - 9.30, 106 Seminargebäude, S11
Sa. 5.7.2014 10 - 15.30, 103 Philosophikum, S 56
S. Steffens
- Diese Übung richtet sich an a) Lehramtsstudierende nach LPO 2003 und b) Bachelor of Education, die ihr schulisches Praktikum in nächster Zeit absolvieren werden bzw. vor ihrem Berufsfeldpraktikum stehen. Einführend werden zunächst didaktische und fachdidaktische Ansätze, Konzepte und Methoden vorgestellt und diskutiert. Vor diesem Hintergrund sollen daraufhin eigene Unterrichtsstunden entwickelt, durchgeführt und gemeinsam evaluiert werden.
- LPO-2003-Studierende können in dieser Übung den aktiven Teilnahmenachweis für Modul A1.5 oder A2.5, jedoch nicht für Modul A5 erwerben. Lehramtsbachelorstudierende müssen die Übung mit einer endnotenrelevanten Klausur abschließen.
Course taught by Ms. Steffens. Course starts in first week of May.
- 41413 Vorbereitungseminar zum Schulpraktikum_4/Grundlagenseminar Fachdidaktik_4**
2 SWS; Übung; Max. Teilnehmer: 38
Di. 17.45 - 19.15, 106 Seminargebäude, S24
S. Weinbach
- Das Grundlagenseminar richtet sich an Studierende der Lehramtsstudiengänge a) LPO 2003 oder b) Bachelor of Education (Unterrichtsfach Englisch), die in nächster Zeit ihr schulische Fachpraktikum bzw. ihr Berufsfeldpraktikum absolvieren. Zur Vorbereitung auf das Praktikum bzw. als Einführung in die Fremdsprachendidaktik werden zunächst zentrale fachdidaktische Ansätze, Konzepte und Methoden - unter Berücksichtigung der laut den Kernlehrplänen für das Fach Englisch zu vermittelnden Kompetenzen

- vorgestellt und diskutiert. Auf dieser Grundlage sollen anschließend eigene Unterrichtsstunden zu den verschiedenen Kompetenzbereichen entwickelt und in Form von Unterrichtssimulationen im Rahmen des Seminars praktisch erprobt und evaluiert werden.

Lehramtsstudierende nach LPO 2003 können in dieser Übung einen aktiven Teilnahmenachweis für Modul A1.5 oder A2.5, nicht aber für A5 erwerben. Lehramtsbachelorstudierende schließen die Übung mit einer endnotenrelevanten Klausur ab.

41414 Vorbereitungseminar zum Schulpraktikum_5/Grundlagenseminar Fachdidaktik_5

2 SWS; Übung; Max. Teilnehmer: 36

Mo. 8 - 9.30, 106 Seminargebäude, S14

Sa. 14.6.2014 10 - 15.30, 100 Hauptgebäude, Hörsaal XVIIa

Course taught by Ms. Steffens. Start in first week of May. Zeit und Raum TBA.

S. Steffens

Nachbereitungsseminar für das Schul- / Fachpraktikum

41415 Nachbereitungsseminar zum Schul-/ Fachpraktikum_1

2 SWS; Übung; Max. Teilnehmer: 36

Di. 12 - 13.30, 341 Rechenzentrum, Berrenrather Str., S342

Die Übung richtet sich an LPO 2003-Studierende des Hauptstudiums, die ihr Schulpraktikum bereits absolviert haben. Neben einer vertiefenden und weiterführenden Auseinandersetzung mit fachdidaktischen Konzepten und Themenbereichen sowie weiteren Problemfeldern aus dem Bereich Lehramt/Schule/ Unterricht, sollen im Praktikum erworbene Unterrichtserfahrungen theoretisch aufbereitet präsentiert, diskutiert und anhand von Beobachtungskriterien evaluiert werden. Es kann ein Leistungsnachweis für das Modul A 5.1 erworben werden. Genaue Anforderungen werden in der ersten Sitzung besprochen. Plätze von Studierenden, die ohne vorherige Mitteilung an die Dozentin in der ersten Sitzung nicht anwesend sind, werden an Studierende auf der Warteliste vergeben.

B. Abel

41416 Nachbereitungsseminar zum Fachpraktikum_2

2 SWS; Übung; Max. Teilnehmer: 28

Do. 12 - 13.30, 106 Seminargebäude, S23

Diese Übung richtet sich an Lehramtsstudierende des Hauptstudiums (LPO 2003), die ihr Schul- bzw. Fachpraktikum vor kurzem absolviert haben. Dies bedeutet, dass neben der Diskussion zentraler fachdidaktischer Ansätze, Konzepte und Methoden einzelne Unterrichtsentwürfe bzw. im Praktikum durchgeführte Unterrichtsversuche vorgestellt, reflektiert und ausgewertet werden sollen. Die Themen der einzelnen Sitzungen orientieren sich an den gewählten Beobachtungsschwerpunkten der TeilnehmerInnen während des Fachpraktikums. Voraussetzung für einen Leistungsnachweis ist zudem eine schriftliche didaktische Ausarbeitung im Umfang von 15-20 Seiten bzw. alternativ ein Praktikumsbericht im Umfang von 20 Seiten. Diese Übung ist anrechenbar unter Modul A5.1 (LN).

A. Gutenberg

41417 Nachbereitungsseminar zum Fachpraktikum_3

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 12 - 13.30, 107b USB-Verwaltungstrakt (Eingang über Kerpener Str.), B VI

Die nachbereitende Übung richtet sich an Lehramtsstudierende des Hauptstudiums, die ihr Schulpraktikum absolviert haben. Neben einer vertiefenden und weiterführenden Auseinandersetzung mit fachdidaktischen Konzepten und Themenbereichen sowie weiteren Problemfeldern aus dem Bereich Lehramt/Schule/ Unterricht, sollen im Praktikum erworbene Unterrichtserfahrungen theoretisch aufbereitet präsentiert, diskutiert und anhand von Beobachtungskriterien evaluiert werden.

K. Kutzbach

Es kann ein Leistungsnachweis für das Modul A 5.1 erworben werden. (Anforderungen werden in der ersten Sitzung besprochen).

Plätze von Studierenden, die ohne vorherige Mitteilung an die Dozentin in der ersten Sitzung nicht anwesend sind, werden ggf. an Studierende auf der Warteliste vergeben.

Fachdidaktische Übung

41418 Bilingual Education in Multilingual Classrooms

2 SWS; Übung; Max. Teilnehmer: 30

Do. 17.45 - 19.15, 103 Philosophikum, S 63

S. Weinbach

Besonders in multikulturellen Klassen, in denen Schülerinnen und Schüler mit verschiedenen muttersprachlichen Hintergründen gemeinsam lernen, bietet der bilinguale bzw. mehrsprachige Sachfachunterricht sowie das damit verbundene Content and Language Integrated Learning besondere Möglichkeiten des Fremdspracherwerbs. Im Zentrum der Übung steht somit die Auseinandersetzung mit den didaktischen und methodischen Grundlagen des bilingualen bzw. mehrsprachigen Lernens und Lehrens. Dabei werden - jeweils unter Berücksichtigung des besonderen Potentials bzw. der besonderen Herausforderungen des Unterrichts in einer mehrsprachigen bzw. multikulturellen Lerngruppe - sowohl die Auswahl, Entwicklung und didaktische Aufbereitung geeigneter Themen, Materialien und Aufgaben sowie auch der Erwerb interkultureller, sprachlicher und fachmethodischer Kompetenzen in den Blick genommen. Aufbauend darauf sollen einzelne bilinguale Unterrichtsstunden bzw. Aufgabenformate entwickelt und im Rahmen des Seminars erprobt werden.

Die Veranstaltung ist darüber hinaus eine IBIS-Lehrveranstaltung, die im Rahmen des Zusatzstudiengangs Bilinguales Lernen (BLUE) belegt werden kann.

Für den Erwerb eines aktiven Teilnahmenachweises wird eine kontinuierliche Mitarbeit sowie die Vorbereitung und aktive Mitgestaltung der Seminarsitzungen im Rahmen von Unterrichtssimulationen bzw. Präsentationen erwartet.

41420 Teaching Utopia and Dystopia

2 SWS; Übung; Max. Teilnehmer: 36

Di. 14 - 15.30, 341 Rechenzentrum, Berrenrather Str., S336

A. Gutenberg

This practically orientated class can be usefully combined with my literary course "Utopia and Dystopia" and is addressed specifically to Lehramtsstudierende/BA Ed. students who are interested in learning how to teach the topic in the EFL classroom (advanced level/ Sekundarstufe II), using texts from different periods. While the literary Übung will mainly be concerned with the textual analysis of four novels, our focus in this class will be on methodological approaches and concrete ways of introducing learners to the notions and various forms of utopia and dystopia and of course to suitable texts. Our discussion of and practical ventures into classroom teaching will be grounded in narrative studies, cultural studies and their didactic dimensions. For "aktive Teilnahme", you will be required to prepare and carry out a micro-teaching unit in class.

41421 Kompetenzorientiert unterrichten in der Sekundarstufe I und II

2 SWS; Übung; Max. Teilnehmer: 30

Di. 12 - 13.30, 106 Seminargebäude, S11

K. Kutzbach

Vor dem Hintergrund aktueller curricularer Vorgaben und (fach)didaktischer Positionen widmet sich die Übung zunächst der Fassung des Begriffs der Kompetenzorientierung. Dieser konkretisiert sich u.a. in den 2014 in Kraft tretenden Kernlehrplänen für das Fach Englisch, die die „funktionale kommunikative Kompetenz“ als einen zentralen Kompetenzbereich postulieren, der neben den fünf Grundfertigkeiten auch das „Verfügen über sprachliche Mittel und kommunikative Strategien“ (Wortschatz, Grammatik, Aussprache, Orthographie) umfasst. Anhand dieser strukturellen Vorgaben erfolgt im Kurs eine exemplarische Erprobung (Planung, Durchführung, Evaluation) von Methoden und Inhalten kompetenzorientierten Unterrichtens im Bereich funktionaler kommunikativer Kompetenz, wobei auch Aspekte wie Belastungssituationen/ Unterrichtsstörungen und Leistungsbewertung Berücksichtigung finden werden.

Voraussetzung für den Nachweis der aktiven Teilnahme ist – neben der regelmäßigen Anwesenheit und der aktiven Teilnahme im Kurs – die Durchführung einer Präsentation.

Plätze von Studierenden, die ohne vorherige Benachrichtigung in der ersten Sitzung nicht anwesend sind, werden an Studierende auf der Warteliste vergeben.

41422 Kompetenzorientiert unterrichten in der Sekundarstufe I und II

2 SWS; Übung; Max. Teilnehmer: 40

Mi. 8 - 9.30, 107b USB-Verwaltungstrakt (Eingang über Kerpener Str.), B

K. Kutzbach

V

Vor dem Hintergrund aktueller curricularer Vorgaben und (fach)didaktischer Positionen widmet sich die Übung zunächst der Fassung des Begriffs der Kompetenzorientierung. Dieser konkretisiert sich u.a. in den 2014 in Kraft tretenden Kernlehrplänen für das Fach Englisch, die die „funktionale kommunikative Kompetenz“ als einen zentralen Kompetenzbereich postulieren, der neben den fünf Grundfertigkeiten auch das „Verfügen über sprachliche Mittel und kommunikative Strategien“ (Wortschatz, Grammatik, Aussprache, Orthographie) umfasst. Anhand dieser strukturellen Vorgaben erfolgt im Kurs eine exemplarische Erprobung (Planung, Durchführung, Evaluation) von Methoden und Inhalten kompetenzorientierten Unterrichtens im Bereich funktionaler kommunikativer Kompetenz, wobei auch Aspekte wie Belastungssituationen/ Unterrichtsstörungen und Leistungsbewertung Berücksichtigung finden werden.

Voraussetzung für den Nachweis der aktiven Teilnahme ist – neben der regelmäßigen Anwesenheit und der aktiven Teilnahme im Kurs – die Durchführung einer Präsentation.

Plätze von Studierenden, die ohne vorherige Benachrichtigung in der ersten Sitzung nicht anwesend sind, werden an Studierende auf der Warteliste vergeben.

!!! Neben den regulären wöchentlichen Sitzungen beinhaltet die Veranstaltung eine Kompaktphase (Freitag, 2.5. 8-14h (in H 80) & Samstag, 3.5. 10-16h (in H80) und endet vor Pfingsten.
!! Der Kurs beinhaltet eine Kompaktphase (siehe Kommentar)!

41423 Kompetenzorientiert Englisch unterrichten

2 SWS; Übung; Max. Teilnehmer: 24

Di. 17.45 - 19.15, 102 (Studierenden-Service-Center [SSC]), S 30

R.Henseler

Die fachdidaktische Übung geht folgenden Fragen nach: Wie kann Englischunterricht den Anforderungen selbstständigen, individualisierenden und differenzierten Lernens und Arbeitens sowie den Anforderungen der Bildungsstandards gerecht werden?, Welche Funktionen haben die Fertigkeiten (skills) bei der Bewältigung von Kommunikationssituationen und wie sollten sie entwickelt werden?

Im Zentrum der fachdidaktischen Übung stehen folgende Themen: Prinzipien eines guten Englischunterrichts, Entwicklung und Überprüfung mündlicher Kompetenzen, Ausbau von Hör- und Hör-Seh-Verstehenskompetenzen, Entwicklung von Lese- und Schreibkompetenzen, Aufbau methodischer Kompetenzen (u.a. Präsentations- und Feedbackkompetenz), Maßnahmen zur Individualisierung und Differenzierung

Lernaufgaben kommt bei der Initiierung von individuellen Lernprozessen im kompetenzorientierten Englischunterricht eine Schlüsselstellung zu. Die Konzeption von Kompetenzaufgaben mit geeigneten Unterstützungssystemen (Scaffolding) bilden daher die didaktische Klammer des Seminars. Zusätzlich werden geeignete Methoden zum Entwicklung unterschiedlicher Fertigkeiten vorgestellt und praktisch erprobt.

NEUE ZEIT - jetzt Di 17.45-19.15!

Es finden zwei Kompaktsitzungen an Samstagen von 9:30 bis 14.30 Uhr statt: 26.04.14, 17.05.14.

41425 Intercultural Teaching and Learning

2 SWS; Übung; Max. Teilnehmer: 40

Do. 12 - 13.30, 103 Philosophikum, S 78

S.Weinbach

Vor dem Hintergrund zunehmender internationaler Zusammenarbeit in der globalisierten Welt stellt die Förderung interkultureller Handlungskompetenz eine zentrale Aufgabe des Englischunterrichts dar. Die Übung führt - unter Berücksichtigung der Vorgaben der Kernlehrpläne für das Fach Englisch in NRW - zunächst in grundlegende didaktische Theorien und Prinzipien des interkulturellen Lernens und Lehrens ein. Im zweiten Teil der Übung sollen - unter Rückgriff auf verschiedene Medien - Materialien und Aufgaben zur Förderung interkultureller Kompetenzen im Englischunterricht entwickelt und erprobt werden. Dabei sollen auch die besonderen Herausforderungen sowie das besondere Potential des Lehrens und Lernens in einer multikulturellen Lerngruppe Berücksichtigung finden.

Für den Erwerb eines aktiven Teilnahmenachweises wird eine kontinuierliche Mitarbeit sowie die Vorbereitung und aktive Mitgestaltung der Seminarsitzungen im Rahmen von Unterrichtssimulationen bzw. Präsentationen erwartet.

41426 Task-based Learning in Heterogeneous Classrooms

2 SWS; Übung; Max. Teilnehmer: 40

Do. 16 - 17.30, 103 Philosophikum, S 78

S.Weinbach

In den aktuellen Debatten über Inklusion und chancengerechte Bildungssysteme wird die Pluralität unserer Gesellschaft und somit das Zusammenleben von Menschen verschiedener Kulturen, Sprachen, Begabungen, etc. als großer Reichtum aber auch als komplexe bildungspolitische Herausforderung angesehen. In diesem Kontext haben Lehrkräfte auch im Englischunterricht die Aufgabe, wertschätzend und produktiv mit der Vielfalt heterogener Lerngruppen umzugehen und die Potenziale der Lernenden bestmöglich und individuell zu fördern. Aufgabenorientiertes Lernen (task-based learning) stellt in diesem Zusammenhang einen sinnvollen Ansatz dar, da gute Lernaufgaben bzw. tasks sowohl individuelles als auch kooperatives Lernen fördern und sich dabei an Inhalten, Prozessen und Problemen orientieren, die im Alltag - auch außerhalb des Klassenzimmers - bedeutsam und kommunikativ herausfordernd sind. Die Übung führt somit zunächst in die didaktisch-methodischen Grundlagen des aufgaben- und kompetenzorientierten Lehrens und Lernens ein. Im zweiten Teil der Übung sollen tasks für den Englischunterricht entwickelt und erprobt werden, die insbesondere auch den besonderen Chancen und Herausforderungen einer heterogenen Lerngruppe gerecht werden.

Für den Erwerb eines aktiven Teilnahmenachweises wird eine kontinuierliche Mitarbeit sowie die Vorbereitung und aktive Mitgestaltung der Seminarsitzungen im Rahmen von Unterrichtssimulationen bzw. Präsentationen erwartet.

41427 Teachers on Stage

2 SWS; Übung; Max. Teilnehmer: 24

Do. 10 - 11.30, 103 Philosophikum, S 83

A. Valente

Wie schaffen wir es in der Schule, Elemente handlungs- und produktionsorientierter Verfahren (workshop approach) mit „klassischen“ textorientierten Herangehensweisen (deskbound approach) nicht nur zu vereinbaren, sondern in einem chiastischen Miteinander die Schüler_innen durch die bewusste Verknüpfung zu einem besseren|tieferen Verständnis zu bringen und ihnen diesen Mehrwehrt auch noch transparent und bewusst zu machen? Frei nach Rex Gibsons Credo „turning the language into action will reveal meaning“, werden wir uns diesen Fragen und (dramen)didaktischen Problemen nähern, Methoden und Herangehensweisen kritisch reflektieren und viel praktisch arbeiten, um die theaterpädagogischen Weichen zu stellen, damit wir uns in der Schule sicher und selbstbewusst auf der Bühne des Klassenzimmers bewegen können.

Diese Übung wird sowohl von der Diskussions- und Reflexionsbereitschaft der Teilnehmer_innen leben und nicht zuletzt auch von der Bereitschaft sich auf theaterpädagogische|praktische Übungen einzulassen.

Zu gegebener Zeit werden fachdidaktische Texte und Auszüge aus Dramen als Kopiervorlage bereitgestellt. Ein Schwerpunkt wird hier auch auf Shakespeare liegen, da dieser noch weitere interessante Herausforderungen bietet.

RAUMÄNDERUNG Jetzt im Proberaum "Studio" der Studiobühne (Keller Hauptgebäude) S 83 bleibt jedoch zunächst als Alternative erhalten Zusätzliche BLOCKVERANSTALTUNG Samstag, 26. April 12:30 Uhr bis etwa 17:00 Uhr im Proberaum "Studio" der Studiobühne (Keller Hauptgebäude)

41428 Sachtexte lesen und zu Sachtexten schreiben

2 SWS; Übung; Max. Teilnehmer: 40

Di. 17.45 - 19.15, 107b USB-Verwaltungstrakt (Eingang über Kerpener Str.), B IV

S. Möller

Sachtexte in ihren unterschiedlichen Erscheinungsformen sind ein zentraler Gegenstand des Englischunterrichts, denen in fachdidaktischen Publikationen und Seminaren aber ein weitaus geringerer Stellenwert als etwa literarischen Texten eingeräumt wird. Im Rahmen des Seminars sollen Möglichkeiten vorgestellt und ausprobiert werden, wie Lernende in ihrer Entwicklung zu kompetenten Lesern von Sachtexten und Schreibern über Sachtexte unterstützt werden können. Dabei soll ein breites Spektrum linearer als auch nicht-linearer Texte zu unterschiedlichen Themen der SI und SII hinsichtlich der Möglichkeiten für den Unterrichtseinsatz untersucht werden. Das Seminar wird Fragen des scaffolding für Lese- und Schreibprozesse ebenso thematisieren wie die Gestaltung von Leistungsüberprüfungen schriftlicher und mündlicher Natur. Die Leistungsanforderungen gelten bei regelmäßiger Teilnahme, der nachgewiesenen Bearbeitung der Begleittexte für die Seminarsitzungen und der Vorstellung einer detaillierten Sachanalyse eines längeren Sachtextes für den Einsatz in der Q1 oder Q2 (Klasse 11/12 - 12/13) als erfüllt.

41429 Shakespeare im Englischunterricht

2 SWS; Übung; Max. Teilnehmer: 40

Fr. 14 - 15.30, 107b USB-Verwaltungstrakt (Eingang über Kerpener Str.), B V

R. Heuser

Shakespeare spielt eine zentrale Rolle im Englischunterricht, was sich u.a. darin äußert, dass die Auseinandersetzung mit dem Bard nach wie vor zu den inhaltlichen Schwerpunkten des Zentralabiturs gehört. Ziel dieser FD Übung ist es, einen Überblick über die unterschiedlichen Möglichkeiten der Kompetenzerweiterung anhand von Shakespeares Werken zu geben. Zu diesem Zweck sollen zunächst unterschiedliche methodische Verfahren vorgestellt werden, die im Rahmen von Unterrichtssimulationen erprobt und hinsichtlich ihrer Eignung im Unterricht reflektiert werden.

Von den TeilnehmerInnen wird aktive Mitarbeit sowie die Vorbereitung und Mitgestaltung der Sitzungen in Form von Simulationen und/oder Präsentationen erwartet.

41430 Tutorium Fachdidaktik_1

2 SWS; Übung; Max. Teilnehmer: 20

Di. 12 - 13.30, 107b USB-Verwaltungstrakt (Eingang über Kerpener Str.), B IV

Mi. 11.6.2014 10 - 15.30, 107b USB-Verwaltungstrakt (Eingang über Kerpener Str.), B IV

S. Steffens

Vor dem Hintergrund zentraler Problemfelder von Schule und Unterricht werden in diesem Tutorium die didaktischen und fachdidaktischen Ansätze, Konzepte und Methoden aus den Einführungs-/Vorbereitungsseminaren für das Schulpraktikum vertieft. Damit dient das Tutorium zur Erweiterung

theoretischer Grundlagen der Fachdidaktik Englisch mit Hilfe verschiedener Disziplinen wie der Linguistik, Literaturwissenschaft und allgemeiner Didaktik. Kriterien zur erfolgreichen Planung, Durchführung und Evaluation von Unterricht sind ein weiterer Schwerpunkt. Im Tutorium sollen vor allem offene Fragen geklärt – insbesondere auch im Hinblick auf die Abschlussklausur im GLS für BA-Studierende - und Raum zur gemeinsamen Planung und Diskussion von Unterrichtsstunden und –reihen eröffnet werden.
Course taught by Sarah Steffens - starts in first week of May.

41431 **Beratungstutorium für angehende Referendare/innen**

2 SWS; Übung; Max. Teilnehmer: 20

Mo. 10 - 11.30, ab 5.5.2014

S.Steffens

Das Tutorium wendet sich an Studierende, die im November 2014 ihr Referendariat beginnen möchten. Im Tutorium werden grundlegende Fragen zur Anmeldung, Aufbau und Struktur des Referendariats besprochen. Darüber hinaus werden Fragen zur Unterrichtsplanung, Unterrichtsbesuchen und fachdidaktischen Grundlagen geklärt. Auch erhalten Sie die Möglichkeit, mit einem Kernseminar-/Fachleiter zu sprechen und so Einblicke in die Anforderungen des Referendariats zu erhalten sowie eigene Erwartungen zu formulieren. Das Tutorium richtet sich explizit auch an diejenigen, die derzeit noch unsicher sind, ob sie das Referendariat beginnen möchten. Die Teilnahme ist freiwillig und wird als offene Sprechstunde gestaltet – daher wird um eine kurze Mail vorab gebeten: sarah.steffens@uni-koeln.de

Das Tutorium findet in Raum 2.206 (Philosophikum, 2. OG) statt.

In der Veranstaltung können keine CP erworben werden. Die Veranstaltung versteht sich als Beratung und kann nicht in den Modulen registriert werden.

41432 **Tutorium Fachdidaktik_2**

2 SWS; Übung; Max. Teilnehmer: 20

Fr. 8 - 9.30, 106 Seminargebäude, S13

Sa. 19.7.2014 10 - 15.30, 107b USB-Verwaltungstrakt (Eingang über Kerpener Str.), B VI

S.Steffens

Vor dem Hintergrund zentraler Problemfelder von Schule und Unterricht werden in diesem Tutorium die didaktischen und fachdidaktischen Ansätze, Konzepte und Methoden aus den Einführungs-/Vorbereitungsseminaren für das Schulpraktikum vertieft. Damit dient das Tutorium zur Erweiterung theoretischer Grundlagen der Fachdidaktik Englisch mit Hilfe verschiedener Disziplinen wie der Linguistik, Literaturwissenschaft und allgemeiner Didaktik. Kriterien zur erfolgreichen Planung, Durchführung und Evaluation von Unterricht sind ein weiterer Schwerpunkt. Im Tutorium sollen vor allem offene Fragen geklärt – insbesondere auch im Hinblick auf die Abschlussklausur im GLS für BA-Studierende - und Raum zur gemeinsamen Planung und Diskussion von Unterrichtsstunden und –reihen eröffnet werden.
Course taught by Sarah Steffens - starts in first week of May.

WEITERE ÜBUNGEN

41440 **Conversation Course**

2 SWS; Übung; Max. Teilnehmer: 20

Di. 17.45 - 19.15, 332 Alte Mensa, S 203

N.N.

R.Buchbender

This is a voluntary course (no credit) that serves to enhance the conversation skills of participants and to review problems in English grammar. Exchange students, and only those students, can obtain a Schein in this class. The course is taught by American exchange students from the University of Rochester (NY) in cooperation with the instructors of the Intensive Language Course.

41441 **Conversation Course and Grammar Review**

2 SWS; Übung; Max. Teilnehmer: 20

Mi. 17.45 - 19.15, 332 Alte Mensa, S 203

N.N.

R.Buchbender

This is a voluntary course (no credit) that serves to enhance the conversation skills of participants and to review problems in English grammar. Exchange students, and only those students, can obtain a Schein in this class. The course is taught by American exchange students from the University of Rochester (NY) in cooperation with the instructors of the Intensive Language Course.

41442 **EWA / Tutorium - Übungsstunden zur Vorbereitung der Modulabschlussprüfung BM 1 (Monika Klages)**

2 SWS; Tutorium; Max. Teilnehmer: 40

Mo. 25.8.2014 10 - 13, 106 Seminargebäude, S11
 Di. 26.8.2014 10 - 13, 106 Seminargebäude, S11
 Mi. 27.8.2014 10 - 13, 106 Seminargebäude, S11
 Mo. 1.9.2014 10 - 13, 106 Seminargebäude, S01
 Di. 16.9.2014 10 - 13, 106 Seminargebäude, S11
 Mi. 17.9.2014 10 - 13, 106 Seminargebäude, S11
 Do. 18.9.2014 10 - 13, 106 Seminargebäude, S12
 Mo. 22.9.2014 10 - 13, 106 Seminargebäude, S11

M. Klages-Kubitzki

Die acht genannten Termine teilen sich in zwei Blöcke, jeweils vier Termine dienen der Vorbereitung der unmittelbar nachfolgenden Modulabschlussprüfung (BM 1). Die thematische Zuordnung der einzelnen Sitzungen entscheidet sich jeweils zu Beginn eines Blocks. Voraussichtlich wird sich aber je eine Sitzung mit den Inhalten je eines Kurstyps (ILC, Grammar, Phonetics & Phonology) befassen, die jeweils letzte Sitzung dient weiteren Übungen. Es können keine credit points erworben werden. Die Anmeldung erfolgt über Listen, die am Mittwoch, dem 16.07.2014, um 15 Uhr gegenüber vom SIO (Zi. 129) ausgehängt werden.

41443 EWA / Tutorium - Übungsstunden zur Vorbereitung der Modulabschlussprüfung BM 1 (Linda Müller von Baczko)

2 SWS; Tutorium; Max. Teilnehmer: 30

Mo. 25.8.2014 16 - 19, 106 Seminargebäude, S24
 Di. 26.8.2014 16 - 19, 106 Seminargebäude, S24
 Mi. 27.8.2014 16 - 19, 106 Seminargebäude, S24
 Mo. 1.9.2014 16 - 19, 106 Seminargebäude, S24
 Di. 16.9.2014 16 - 19, 106 Seminargebäude, S12
 Mi. 17.9.2014 16 - 19, 106 Seminargebäude, S12
 Do. 18.9.2014 16 - 19, 106 Seminargebäude, S12
 Mo. 22.9.2014 16 - 19, 106 Seminargebäude, S12

M. Klages-Kubitzki
N.N.

Die acht genannten Termine teilen sich in zwei Blöcke, jeweils vier Termine dienen der Vorbereitung der unmittelbar nachfolgenden Modulabschlussprüfung (BM 1). Die thematische Zuordnung der einzelnen Sitzungen entscheidet sich jeweils zu Beginn eines Blocks. Voraussichtlich wird sich aber je eine Sitzung mit den Inhalten je eines Kurstyps (ILC, Grammar, Phonetics & Phonology) befassen, die jeweils letzte Sitzung dient weiteren Übungen. Es können keine credit points erworben werden. Die Anmeldung erfolgt über Listen, die am Mittwoch, dem 16.07.2014, um 15 Uhr gegenüber vom SIO (Zi. 129) ausgehängt werden.

41446 EWA / Tutorium - Schwerpunkt Sprachwissenschaft / A-Seminar

2 SWS; Tutorium; Max. Teilnehmer: 20

Di. 12 - 13.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor II

M. Klages-Kubitzki
N.N.

41447 EWA / Tutorium - Schwerpunkt Literaturwissenschaft / A-Seminar

2 SWS; Tutorium; Max. Teilnehmer: 20

Mi. 14 - 15.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor III

M. Klages-Kubitzki
N.N.

41448 EWA / Tutorium - Speaking and Writing in English_1 (Focus on Speaking)

2 SWS; Tutorium; Max. Teilnehmer: 20

Di. 16 - 17.30, 103 Philosophikum, S 83

N.N.
M. Klages-Kubitzki

41449 EWA / Tutorium - Speaking and Writing in English_2 (Focus on Speaking)

2 SWS; Tutorium; Max. Teilnehmer: 20

Do. 14 - 15.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor III

N.N.
M. Klages-Kubitzki

41450 EWA / Tutorium - Speaking and Writing in English_3 (Focus on Writing)

2 SWS; Tutorium; Max. Teilnehmer: 20

Mi. 14 - 15.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor II

N.N.

M.Klages-Kubitzki

41451 EWA / Tutorium - Speaking and Writing in English_4 (Focus on Writing)

2 SWS; Tutorium; Max. Teilnehmer: 20

Fr. 12 - 13.30, 103 Philosophikum, S 94

M.Klages-Kubitzki

N.N.