

ENGLISCHES SEMINAR I

S P R A C H P R A X I S

- 14569.1701 Business Communication Skills**
 2 SWS; Übung; Max. Teilnehmer: 30
 Mo. 12 - 13.30, 103 Philosophikum, S 66 R. Anderson
 This is an advanced EM module course for Lehramt students studying under the new regulations, and BA students who have successfully completed 'Basismodul 1'. It is aimed at those students particularly interested in practising and improving their English for business purposes. For example, it will examine topics of perennial business interest, practise meeting and negotiating skills, and develop the writing skills needed for emails and reports. The course credit will be based on a combination of oral presentation and written homework. Students MUST attend the first class to secure their place.
- 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
- 14569.1101 English in Use_Gruppe01**
 2 SWS; Übung; Max. Teilnehmer: 15
 Mo. 14 - 15.30, 103 Philosophikum, S 54 S.Allan
 Anmeldung über KLIPS 2.0
- 14569.1101 English in Use_Gruppe02**
 2 SWS; Übung; Max. Teilnehmer: 15
 Di. 14 - 15.30, 103 Philosophikum, S 57 D.Moroney
 Anmeldung über KLIPS 2.0
- 14569.1101 English in Use_Gruppe03**
 2 SWS; Übung; Max. Teilnehmer: 15
 Do. 12 - 13.30, 103 Philosophikum, S 54 R. Anderson
 Anmeldung über KLIPS 2.0
 takes place in Container C2, S212.
- 14569.1101 English in Use_Gruppe04**
 2 SWS; Übung; Max. Teilnehmer: 15
 5.9.2016 - 14.9.2016, Block K.Goularas
 Anmeldung über KLIPS 2.0
 Blockseminar: 5., 12., 14.9.2016
 10:00 - 17:30 in S 22
- 14569.1101 English in Use_Gruppe05**
 2 SWS; Übung; Max. Teilnehmer: 15
 Di. 12 - 13.30, 103 Philosophikum, S 55 D.Moroney
 Anmeldung über KLIPS 2.0
- 14569.1101 English in Use_Gruppe06**
 2 SWS; Übung; Max. Teilnehmer: 15
 Do. 12 - 13.30, 103 Philosophikum, S 94 S.Newman
 Anmeldung über KLIPS 2.0
- 14569.1101 English in Use_Gruppe07**
 2 SWS; Übung; Max. Teilnehmer: 15
 Do. 16 - 17.30, 103 Philosophikum, S 54 S.Newman
 Anmeldung über KLIPS 2.0

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

14569.1201 Essay Writing I /Academic Writing I

2 SWS; Übung; Max. Teilnehmer: 36

Mo. 14 - 15.30, 103 Philosophikum, S 58
 Mo. 8 - 9.30, 103 Philosophikum, S 54
 Mo. 12 - 13.30, 103 Philosophikum, S 84
 Mo. 10 - 11.30, 103 Philosophikum, S 54
 Mo. 14 - 15.30, 100 Hauptgebäude, Hörsaal VIIb
 Di. 12 - 13.30, 103 Philosophikum, S 57
 Di. 12 - 13.30, 103 Philosophikum, S 94
 Di. 8 - 9.30, 103 Philosophikum, S 94
 Di. 10 - 11.30, 103 Philosophikum, S 54
 Di. 8 - 9.30, 103 Philosophikum, S 57
 Mi. 12 - 13.30, 103 Philosophikum, S 84
 Mi. 10 - 11.30, 103 Philosophikum, S 54
 Mi. 10 - 11.30, 103 Philosophikum, S 55
 Mi. 16 - 17.30, 103 Philosophikum, S 94
 Do. 14 - 15.30, 103 Philosophikum, S 54
 Fr. 10 - 11.30, 103 Philosophikum, S 54
 Fr. 12 - 13.30, 103 Philosophikum, S 94

S.Allan
 R.Anderson
 E.Start
 T.Ford
 K.Maye-Saidi
 S.Newman
 K.Goularas
 M.Fitzpatrick
 D.Moroney
 N.N.

This course is usually taken in the second semester and is ONLY for

- a) Students studying under the LA 2003 module system.
- b) BA English Studies students who started before WS 2012 and who have PASSED the ILC end-of-semester exam.
- c) BA Education students who started before WS 2015 and who have received credit for active participation in the ILC.
- d) BA English Studies students who started in or after WS 2012 and who have received credit for active participation in the ILC.

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 and be on time to secure their place, and consistent attendance as well as active participation are also required.

Additional places in this class will be allocated AFTER round 2 when there will be an advising and sign-up session in Room 2.209 on 8 April 2016, 10.00-12.00. Students will be asked to form an orderly queue, and will be dealt with on a first come, first served basis.
 NB Groups 4 and 6 will be taught by Ms Jessica Downie Siepsiak.

Linguistic Practice: Grammar

14569.1301 Linguistic Practice: Grammar_1

2 SWS; Übung; Max. Teilnehmer: 130

Mi. 12 - 13.30, 106 Seminargebäude, S11

K. Lenz

bitte nicht in Hauptgebäude oder UB!

bitte im Philosophikum!

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 to help you prepare for the "Modulabschlussprüfung (MAP)". 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.

If you have not been assigned a place by KLIPS for this class, please DO NOT email the instructor. Instead, simply come along to the first class and we will do our best to fit you in.

recommended background reading:

Huddleston, Rodney & Geoffrey K. Pullum. 2005. A Student's Introduction to English Grammar. Cambridge: Cambridge Univ. Press.

14569.1302 Linguistic Practice: Grammar_2

2 SWS; Übung; Max. Teilnehmer: 98

Mi. 16 - 17.30, 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 to help you prepare for the "Modulabschlussprüfung (MAP)". 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.

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.

Suggested reading:

Huddleston, Rodney & Geoffrey K. Pullum. 2005. A Students Introduction to English Grammar. Cambridge: Cambridge Univ. Press.

14569.1303 Linguistic Practice: Grammar_3

2 SWS; Übung; Max. Teilnehmer: 120

Di. 16 - 17.30, 105 Hörsaalgebäude, Hörsaal G

D. Moroney

D. Moroney

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.

Recommended Reading: Rodney Huddleston & Geoffrey K. Pullum. 2005. A Student's Introduction to English Grammar. Cambridge: Cambridge University Press.

Linguistic Practice: Phonetics and Phonology

14569.1401 Linguistic Practice: Phonetics and Phonology_1

2 SWS; Übung; Max. Teilnehmer: 90

Di. 10 - 11.30, 103 Philosophikum, S 67

B. Abel

This course offers a general as well as a language-specific introduction to phonetics and phonology. We will start by analysing the organs of speech and the articulation of speech sounds. We will survey various phenomena that characterise the sound structure and pronunciation of English, e.g. allophonic and allomorphic variation, syllable structure, phonotactic constraints and features of connected speech. The course will also provide practical training in phonemic transcription. This compulsory language course should be taken in the first or second semester to help you prepare for the "Modulabschlussprüfung (MAP)". 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.

14569.1402 Linguistic Practice: Phonetics and Phonology_2

2 SWS; Übung; Max. Teilnehmer: 90

Mi. 10 - 11.30, 103 Philosophikum, S 67

B. Abel

This course offers a general as well as a language-specific introduction to phonetics and phonology. We will start by analysing the organs of speech and the articulation of speech sounds. We will survey various phenomena that characterise the sound structure and pronunciation of English, e.g. allophonic and allomorphic variation, syllable structure, phonotactic constraints and features of connected speech. The course will also provide practical training in phonemic transcription. This compulsory language course should be taken in the first or second semester to help you prepare for the "Modulabschlussprüfung (MAP)". 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.

14569.1403 Linguistic Practice: Phonetics and Phonology_3

2 SWS; Übung; Max. Teilnehmer: 190

Mi. 16 - 17.30, 100 Hauptgebäude, Hörsaal XIII

D. Moroney
D. Moroney

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 to help you prepare for the "Modulabschlussprüfung (MAP)". 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.

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.

In KLIPS 2.0 noch nicht genehmigen - Änderungen wahrscheinlich.

A d v a n c e d L a n g u a g e C o u r s e

14569.1501 **Advanced Language Course / English in Context**

2 SWS; Übung; Max. Teilnehmer: 168

Mo. 10 - 11.30, 103 Philosophikum, S 94

Mo. 8 - 9.30, 103 Philosophikum, S 69

Di. 10 - 11.30, 103 Philosophikum, S 94

Di. 12 - 13.30, 103 Philosophikum, S 54

Mi. 12 - 13.30, 103 Philosophikum, S 94

Do. 12 - 13.30, 901 Container C2, S214 (0.09)

21.9.2016 - 30.9.2016 10 - 17.30, Block

S.Allan
R.Anderson
T.Ford
K.Goularas
K.Maye-Saidi
N.N.

This is an advanced course for students studying either on the LA 2003 programme, for a BA in English Studies (who started BEFORE WS 2015), or a BA in Education (who started BEFORE WS 2015). It MUST be taken BEFORE the Essay Writing II for B.A. course. All students should have successfully completed the introductory module BM 1 (including passing the end-of-module exam) 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 and be on time, and consistent attendance as well as active participation are required to obtain credit for the course.

Additional places in this class will be allocated AFTER round 2 when there will be an advising and sign-up session in Room 2.207 on 8 April 2016, 10.00-12.00. Students will be asked to form an orderly queue, and will be dealt with on a first come, first served basis.

Gruppe 6: Blockseminar! Termine: 21.09, 27.09. von 10:00 - 17:30 in S 12
30.09. von 10:00 - 17:30 in S 16

NB Group 1 will be taught by Ms Jessica Downie Siepsiak.

Gruppe 6: Blockseminar! Termine: 21.09, 27.09. von 10:00 - 17:30 in S 12
30.09. von 10:00 - 17:30 in S 16

Group 10 had to be cancelled!

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

14569.1002 **Rhetorics in Practice**

2 SWS; Übung; Max. Teilnehmer: 100

Di. 8 - 9.30, 103 Philosophikum, S 54

Di. 10 - 17.30, 106 Seminargebäude, S22 6.9.2016 - 15.9.2016

Mi. 12 - 13.30, 103 Philosophikum, S 55

Do. 10 - 11.30, 103 Philosophikum, S 94

Fr. 8 - 9.30, 103 Philosophikum, S 69

T.Ford

T. Ford
K. Goularas
K. Maye-Saidi
S. Newman

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 and be on time to secure their place, and consistent attendance as well as active participation are also required.

Additional places in this class will be allocated AFTER round 2 when there will be an advising and sign-up session in Room 2.207 on 8 April 2016, 10.00-12.00. Students will be asked to form an orderly queue, and will be dealt with on a first come, first served basis.

Gruppe 3: Blockseminar! Termine: 06.09, 13.09. und 15.09 jeweils 10:00 - 17:30 in S 22.
Gruppe 3: Blockseminar! Termine: 06.09, 13.09. und 15.09 jeweils 10:00 - 17:30 in S 22.

Essay Writing II

14569.1600

Essay Writing II

2 SWS; Übung; Max. Teilnehmer: 64

Mi. 12 - 13.30

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.

All students (2003 regulations) in Mr. Fitzpatrick's class 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 16th, 9am--1pm in S89.

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 AFTER round 2 when there will be a sign-up list outside Room 2.207. This list will be available from 1 April 2015.

IMPORTANT:

THIS COURSE WILL BE OFFERED FOR THE LAST TIME THIS SEMESTER.

K. Maye-Saidi

Essay Writing II for B.A.

14569.1601

Essay Writing II for B.A./Academic Writing II

2 SWS; Übung; Max. Teilnehmer: 172

Mo. 16 - 17.30, 103 Philosophikum, S 54

Mo. 14 - 15.30, 106 Seminargebäude, S11

Mo. 12 - 13.30, 103 Philosophikum, S 58

Mo. 10 - 11.30, 103 Philosophikum, S 84

Di. 12 - 13.30, 103 Philosophikum, S 84

Di. 10 - 11.30, 103 Philosophikum, S 84

Di. 10 - 11.30, 103 Philosophikum, S 90

Di. 12 - 13.30, 103 Philosophikum, S 90

Di. 16 - 17.30, 103 Philosophikum, S 84
 Mi. 10 - 11.30, 103 Philosophikum, S 84
 Mi. 12 - 13.30, 103 Philosophikum, S 75
 Fr. 12 - 13.30, 103 Philosophikum, S 84
 Fr. 10 - 11.30, 103 Philosophikum, S 94
 Fr. 10 - 11.30, 103 Philosophikum, S 84

S.Allan
 R.Anderson
 M.Fitzpatrick
 T.Ford
 K.Goularas
 K.Maye-Saidi
 D.Moroney
 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. 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.

The exam for this class will take place on Saturday 16 July 2016, 9.30-11.00 and 12.30-14.00. Please ensure you will be there on this day BEFORE applying for the course. The resit exam (for those who fail the July exam) will take place on Friday 23 September 2016, 12.00-13.30.

Students MUST attend the first class and be on time to secure their place, and consistent attendance as well as active participation are also required.

Additional places in this class will be allocated AFTER round 2 when there will be an advising and sign-up session in Room 2.212 on 8 April 2016, 10.00-12.00. Students will be asked to form an orderly queue, and will be dealt with on a first come, first served basis.
 Sebastian Barry, The Secret Scripture.

Edna O'Brien, The Country Girls.

Colm Toibin, The Blackwater Lightship.

Please note that, in contrast to previous semesters, ALL students will be reading ALL three of these novels.
 The novel we will be dealing with first is The Blackwater Lightship.

S P R A C H - 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 S p r a c h w i s s e n s c h a f t

14569.2101

Orality and Literacy

2 SWS; Vorlesung; Max. Teilnehmer: 188

Di. 10 - 11.30, 100 Hauptgebäude, Hörsaal VIII

T.Kohnen

Typical examples of spoken and written communication (e.g. a telephone conversation as opposed to a scientific research article) are often associated with corresponding "oral" and "literate" strategies and patterns of language use. This lecture aims to give a more specific account of what these strategies and patterns are, how typical properties of orality and literacy may be defined and how they evolved in history. Illustrative examples will be given from all periods in the history of the English language.

14569.2102

Aspects of Psycholinguistics

2 SWS; Vorlesung; Max. Teilnehmer: 300

Do. 10 - 11.30, 105 Hörsaalgebäude, Hörsaal C

D.Adone

The aim of this series of lectures is to develop an understanding of the major areas and related issues in the field of Psycholinguistics. In the first 3 sessions I will provide an overview of the current discussion on Human Language and animal communication. The general consensus is

that language is a social activity, but at the same time research in various fields seems to point in the direction that language is also a uniquely human ability. Following the discussion on language we will concentrate on the following areas: the Mental Lexicon, Sentence Processing, Language Acquisition (L1, L2, and bilingual L1), and Language Attrition. These areas have been chosen to reflect the wide range of domains covered by psycholinguistic research. Each area will provide an overview of the major issues in the field, explain the methods used and sum up the major findings of the studies.

14569.2103 Spines: From Roots to Complementizers (LA)

2 SWS; Vorlesung; Max. Teilnehmer: 30

Di. 5.7.2016 9 - 18

Mi. 6.7.2016 10 - 18

Do. 7.7.2016 10 - 18

Fr. 8.7.2016 10 - 18

-Tuesday, 05.06.2016 8.30-11.30 COPT S233

Unit 1 What are spines? Charting projection lines without Cartography (and why). Roots and their ambient

-Tuesday 05.06.2016 12-14 COPT S234

First tutorial

-Wednesday, 06.06.2016 8.30-11.30 COPT S231

Unit 2 Lexical elements: nouns and verbs. What does 'lexical' mean? Semilexicality.

-Thursday 07.07.2016 8.30-11.30 COPT S231

Unit 3 What makes a spine: categorial features. Functional elements. How many functional categories exist?

-Thursday, 07.07.2016 14-15.30 Hörsaal A2

Second tutorial

-Thursday, 07.07.2016 16-17 Philosophikum 1.114

Office hour

-Friday, 08.07.2016 8.30-11.30 Philosophikum S91

Unit 4 Mixed projections as unexceptional spines. Spines, language variation and beyond.

Block course - taught by Prof. Panagiotidis S233. Further details will be announced.

Block course - taught by Prof. Panagiotidis

The reading material suggested on the reading list is available through ILIAS. Everything that you cannot find on ILIAS is available through the USB and the KUG.

N.N.
C.Bongartz

14569.2104 First Language Acquisition (LA)

2 SWS; Vorlesung; Max. Teilnehmer: 400

Mi. 16 - 17.30, 105 Hörsaalgebäude, Hörsaal B

V.Struckmeier

Language acquisition is a surprisingly complex phenomenon: Whereas among laymen, the common sense is that adults (parents, e.g.), "teach" language to children, it seems that this assumption is actually quite far from the truth: Children, it turns out, do not learn by "imitation" alone, nor is parental "instruction" typically used (nor necessary) for children to discover the building blocks of their language(s), and the rules for combining them into the complex sentences they will use communicatively later. It seems, rather, that children are guided by complex strategies that they were never "instructed" to follow. Children, in other words, construct their own language a lot more creatively than we give them credit for when we conceive of language acquisition as a process of "imitation".

This lecture deals with first language acquisition only (not "L2"), and will concentrate mostly on language acquisition by mono-lingual learners. We will discuss both empirical observations regarding the process children go through in their first years of linguistic growth, and will discuss theories that aim to explain the findings. The lecture is best suited to students who already possess a basic knowledge of linguistics, especially regarding morphology, syntax, and semantics.

Please note also that there is also an "Übung" on the same topic. The lecture and Übung will complement each other, if your time permits. However, each class can also be taken individually, i.e. without the other.

200 Plätze freigehalten für die Vergabe in KLIPS 2.0

14659.0000 CCLS Lecture Series

2 SWS; Vorlesung; Max. Teilnehmer: 32

Mo. 18 - 19.30, 103 Philosophikum, S 93

D.Buncic
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. Open to all interested.

Students receive credit points (please check departmental regulations and study programmes) if they provide the following "Studienleistungen":

- 2 CPs: 1 summary of a lecture
- 3 CPs: 2 summaries of lectures

Einführungsseminare Sprachwissenschaft Teil A

14569.2201 Introduction to Linguistics_1 (LA)

2 SWS; Einführungsseminar; Max. Teilnehmer: 50

Fr. 10 - 11.30, 106 Seminargebäude, S21

C. Ringel

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.

14569.2202 Introduction to Linguistics_2

2 SWS; Einführungsseminar; Max. Teilnehmer: 50

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

M. Brück

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.

Fromkin, V., Rodman, R. & Hyams, N. 2007. *An Introduction to Language*. Boston, MA: Thomson Wadsworth.

Kortman, B. *English Linguistics: Essentials*. Berlin: Cornelsen.

Lightbown, P. & Spada, N. 2006. *How Language are Learned*. 3rd Edition. Oxford, UK: OUP.

Radford, A.; Atkinson, M.; Britain, D.; Clahsen, H. & Spencer, A. 2009. *Linguistics. An Introduction*. 2nd Edition. Cambridge: CUP.

Copies will be made available on ILIAS.

14569.2203 Introduction to Linguistics_3

2 SWS; Einführungsseminar; Max. Teilnehmer: 50

Di. 14 - 15.30, 103 Philosophikum, S 92

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 credit for this course by regular attendance, active participation (including the preparation of exercises at home, preparatory reading for each session and revision of the discussed material), and a final online-exam. Attendance of the first session is obligatory.

14569.2204 Introduction to Linguistics_4

2 SWS; Einführungsseminar; Max. Teilnehmer: 50

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

E. Knopp

This course will introduce you to the study of language and the core subdisciplines of English Linguistics (i.e. Phonology, Morphology, Syntax, Semantics and Discourse Pragmatics).

You are advised to prepare the weekly sessions by reading and revise the materials through exercises provided on ILIAS.

In groups of four you will hand in portfolios with the exercises that you prepared and discussed as a group.

In order to obtain credit for this course you have to pass the final online-exam that will take place in the first week after the end of term.

Fromkin, V., Rodman, R. & Hyams, N. 2003. An Introduction to Language. Boston: Heinle.

Kortmann, B., 2005. English Linguistics: Essentials. Berlin: Cornelsen.

Radford, R. et al. 2009. Linguistics: An Introduction. Cambridge: CUP.

14569.2205 Introduction to Linguistics_5

2 SWS; Einführungsseminar; Max. Teilnehmer: 50

Fr. 8 - 9.30, 106 Seminargebäude, S26

J. Gerner

This course is an introduction to the central areas, methods and theoretical approaches of modern English linguistics. It will familiarize students with the subdisciplines of phonetics, phonology, morphology, syntax, semantics and pragmatics as levels of linguistic description and with the respective analytical tools and types of argumentation.

Students are expected to complete reading assignments in preparation for each class, to participate actively in class work, and to pass a (written) final exam at the end of the term.

The set textbook for the course is:

- Christian Mair (2012) English Linguistics. 2nd ed. Tübingen: Narr
- Course taught by Mr. Gerner.

ACHTUNG: am 03.06. findet die Veranstaltung einmalig abweichend in S 25 statt.

Einführungsseminare Sprachwissenschaft Teil B

14569.2301 Approaches to Comparative Grammar

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Di. 14 - 15.30, 106 Seminargebäude, S13

K. Phillips

How and why do languages differ from each other?

In this course, we examine a range of alternative methodological approaches to the question of how the facts of language variation are to be accounted for. We shall survey ways in which languages may differ from each other with regard to their syntactic and morphological organization, consider the nature and validity of proposed universals, and explore possible connections between synchronic and diachronic dimensions of analysis.

14569.2302 Syntactic Theory and the Structure of English

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Di. 10 - 11.30, 106 Seminargebäude, S23

K. Phillips

This course provides a general introduction to transformational grammar, and examines in detail a range of different construction types in English from the perspective of the more recent versions of the theory.

14569.2303 Diachronic Syntax

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Do. 10 - 11.30, 103 Philosophikum, S 89

S. Leu

This course deals with the syntactic development of the English language. It falls into two parts. First, we will look at the basic terms and descriptions of English syntax. With this knowledge we will then go back in time and study texts from various periods of the English language to trace some of the most important syntactic features of English and see how they developed.

Students may obtain credit for this course by active participation (including the preparation of exercises at home, preparatory reading for each session and revision of the discussed material), and the submission of a term paper (10-12 pages). Attendance of the first session is obligatory.

14569.2306 Sociolinguistics

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Fr. 12 - 13.30, 106 Seminargebäude, S26

C. Ringel

This course provides an introduction into the basic concepts of sociolinguistics. Topics to be discussed include the relationship between language and society and language and culture, multilingualism and variation in and specific registers of English. We will look also look at data collection and analysis.

Prerequisites: successfully passed A-Seminar "Introduction to Linguistics" with an LN

2 CPs/aTN: active participation (i.e. "Lernstandserhebung": prepare reading assignments, take part in class discussion and review sessions at home) & give a short group presentation (max. 15 mins)

5 CPs/LN: See requirements for 2 CPs & term paper (4000-4800 words)

14569.2307

Linguistic Theories

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Fr. 12 - 13.30, 106 Seminargebäude, S25

A. Gabel

Linguistic Theories typically deal with questions such as "What is language?", "What properties does a language have?" "How can we describe language", "How can we explain language acquisition" and many more. Especially in the 20th century the focus of language description and the views on language changed. This class will have a look at major linguistic theories that have been proposed in the 20th century and we will trace certain ideas and concepts from Saussure to Chomsky to the present. Relevant literature and more information will be given in the first session.

Course requirements:

All students are expected to have successfully passed the Einführungsseminar "Introduction to Linguistics".

BA 1.0:

5 CPs: read course texts, one additional assignment (e.g. give a presentation) and term paper of 4000-4800 words

BA 2.0:

Read the texts and one additional assignment (e.g. give a presentation)

Modulabschlussprüfung:

- BM 3a: written part of the Modulabschlussprüfung, i.e. a term paper of 4000-4800 words. Please note that you cannot take the oral exam in this class.
- EM 1: Hand in a written assignment of 2400 words (to be specified in the beginning of the course).

14569.2308

Second Language Acquisition

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

4.4.2016 - 7.4.2016 10 - 16.30, 103 Philosophikum, S 78, Block

M. Vida

This class will provide an introduction to the field of second language acquisition. We will consider theoretical approaches to second language acquisition as well as individual factors influencing success in second language acquisition. Further topics according to participants' interests can also be accommodated.

Be prepared to fulfill reading assignments, group work and exercises.

Scheine can be obtained via term papers (Leistungsnachweise), exercise preparation (aktive Teilnahme) and oral presentations (aktive Teilnahme + Referat).

Please note: The first session will be on February, 22nd at 10 a.m. in S54. Attendance is mandatory!

14569.2309

Lexical and Compositional Semantics

2 SWS; Einführungsseminar; Max. Teilnehmer: 32

Do. 10 - 11.30, 102 (Studierenden-Service-Center [SSC]), S 37

V. Struckmeier

Language is, under a common conception, "sound paired with meaning". In this class, we will investigate basic aspects of the notion of linguistic "meaning": What is the "meaning" of words, and how can linguistic theories describe this meaning (in 'lexical semantics')? What is the meaning of sentences, or smaller constituent parts of sentences, and how can this kind of more complex meaning be explained (in 'compositional semantics')?

This class presupposes a solid basic knowledge of syntax and morphology, since compositional semantics crucially describe the meaning contribution of morphological and syntactic structures.

All participants will be asked to contribute to an oral in-class presentation for (minimum) AT credit, or else make a comparable contribution in a written form.
HSP II-Stelle Vertretung Rütten

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 (B a s i s m o d u l e)

14569.2401 English-German Contrastive Analysis_1

2 SWS; Übung; Max. Teilnehmer: 40

Fr. 10 - 12.30

J. Gerner

Historically, English and German are closely-related languages. While many basic lexical and grammatical forms are still strikingly similar in the two languages, there has also been considerable divergence (e.g. in the sound system, the lexicon, typologically).

The aim of the seminar is to introduce students to the contrastive analysis of present-day English and German. We will look at the most significant differences and similarities in the areas of phonology, morphology, syntax, and vocabulary. While the major focus will be on synchronic contrasts between present-day English and German, related historical issues will also be discussed where relevant.

Students will have the opportunity to carry out (small-scale) corpus-based investigations with the aim of comparing their findings with statements found in the literature.

Any of the following texts will provide useful preparatory reading:

- Ekkehard König & Olker Gast (2012) *Understanding English-German Contrasts*. 3rd ed. Berlin: Erich Schmidt Verlag.
 - Christian Mair (1995), *Englisch für Anglisten. Eine Einführung in die englische Sprache*. Tübingen: Stauffenburg.
- Course taught by Dr. Gerner.

14569.2402 Languages in Contact

2 SWS; Übung; Max. Teilnehmer: 36

Mo. 12 - 13.30, 103 Philosophikum, S 76

K. Brandt

Most languages do not exist in isolation as their speakers are in contact with speakers of other languages. This is especially true in today's globalized world. Such contact can differ greatly in intensity and it can result in a number of linguistic outcomes. This class aims to discuss some of the mechanisms at work in language contact situations and the effects language contact has on linguistic structure. Following a guided introduction to the field students will be asked to create a portfolio on a specific case of language contact. The class is designed to prepare students for the oral exam (2.0 Studiengänge). Attendance in the first session is mandatory as we will discuss recommended readings and assign specific tasks.

14569.2403 Morphology - The grammar of words

2 SWS; Übung; Max. Teilnehmer: 40

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

E. Knopp

This course will deepen your understanding of the core-linguistic field of morphology. Key issues to be discussed in this class will be derivational and inflectional morphology, the phonology-morphology and syntax-morphology interfaces, as well as the issue of morphological productivity. Furthermore, studies on morphology within the field of language acquisition will be dealt with.
PS-MP in KLIPS 2.0 - 20 Plätze freigehalten

Credit for this course can be attained in the following ways:

For students registered in KLIPS 2.0:

This course counts as Proseminar MP (mündliche Prüfung) and as such prepares you for the oral exam as "Modulabschlussprüfung". Opportunity to take the oral exam will be during the last week of term (18th-22nd July 2016).

For students registered in KLIPS 1.0:

This course counts as Übung Basis. Please check the following link for credit options for this course.

http://anglistik1.phil-fak.uni-koeln.de/fileadmin/anglistik1/Geschaefsfuehrung/pdf/Merkblaetter/MB_KLIPS_uebung_basis.pdf

Note that for all students that want to obtain credit that involves "Klausur" will instead also take the oral exam during the last week of term (18th-22nd July 2016).
Aronoff, M. & Fudeman, K. (2010): What is Morphology?

Booij, G. (2007): The grammar of words.

Plag, I. (2003): Word-formation in English.

Spencer, A. & Zwicky, A.M. (2001): The Handbook of Morphology.

14569.2404 English: American, British, Global?

2 SWS; Übung; Max. Teilnehmer: 40

Mi. 12 - 13.30, 107b USB-Verwaltungstrakt (Eingang über Kerper-
ner Str.), B IV

B. A b e l

In this course we will analyse typical phonological, grammatical and lexical features of Standard American and Standard British English and compare them with each other as well as with non-standard varieties in the USA and Great Britain respectively. We will consider the representation of particular British and American dialects and accents in the press, and discuss their sociolinguistic and cultural implications. Finally, we will discuss the native speaker myth and the emergence of international or global forms of English that are influenced by the fact that today there are more second language than first language speakers of English worldwide. Details and a selected bibliography will be provided in the first session. As the "Modulabschlussprüfung" is an oral one, the course will methodologically focus on orality, rhetorical skills and discussions.

14569.2405 English-German Contrastive Analysis_2

2 SWS; Übung; Max. Teilnehmer: 30

Fr. 14 - 15.30, 901 Container C2, S214 (0.09)

J. G e r n e r

Historically, English and German are closely-related languages. While many basic lexical and grammatical forms are still strikingly similar in the two languages, there has also been considerable divergence (e.g. in the sound system, the lexicon, typologically).

The aim of the seminar is to introduce students to the contrastive analysis of present-day English and German. We will look at the most significant differences and similarities in the areas of phonology, morphology, syntax, and vocabulary. While the major focus will be on synchronic contrasts between present-day English and German, related historical issues will also be discussed where relevant.

Students will have the opportunity to carry out (small-scale) corpus-based investigations with the aim of comparing their findings with statements found in the literature.

Any of the following texts will provide useful preparatory reading:

- Ekkehard König & Volker Gast (2012) Understanding English-German Contrasts. 3rd ed. Berlin: Erich Schmidt Verlag.
- Christian Mair (1995), Englisch für Anglisten. Eine Einführung in die englische Sprache. Tübingen: Stauffenburg.

Course taught by Dr. Gerner

H a u p t 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

14569.2601 Orality and Literacy: Studies and Exercises

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Mi. 10 - 11.30, 105 Hörsaalgebäude, Hörsaal F

T. K o h n e n

This seminar is closely linked to my lecture "Orality and Literacy". In the seminar the topics introduced in the lecture will be studied in more detail and there will be opportunity for practical applications and exercises.

Wichtiger Hinweis: Der gleichzeitige Besuch meiner Vorlesung "Orality and Literacy" wird dringend empfohlen. Wichtige Informationen zum Thema, die im Seminar nur kurz angesprochen oder vorausgesetzt werden, werden in der Vorlesung ausführlicher dargelegt.

Deborah Tannen, ed. Spoken and Written Language: Exploring Orality and Literacy. Norwood, N.J. 1982. - Douglas Biber, Variation across Speech and Writing. Cambridge 1988. - Khasrow Jahandarie, Spoken and Written Discourse: A Multidisciplinary Perspective. Stamford, Conn. 1999.

14569.2602 Religious Genres in Late Medieval and Early Modern England

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Do. 10 - 11.30, 105 Hörsaalgebäude, Hörsaal F

T. K o h n e n

During the Early Modern period (ca. 1450 - 1700) religious texts belonged to the most popular and widely read pieces of writing. These were mostly treatises and sermons, but also devotional manuals and collections of prayers. In this seminar we will focus on the prayers and devotional pieces contained in the Corpus of English Religious Prose (which is presently being compiled at this department). Apart from a (text-) linguistic analysis, questions about the religious and socio-cultural background of the texts, and the differences from and similarities to other religious genres will be discussed. A master copy of the texts which will be read in class will be made available at the beginning of the course.

14569.2603 Issues in Language Attrition

2 SWS; Hauptseminar; Max. Teilnehmer: 50

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

D. A done

Language attrition is generally understood as a non-pathological language loss at the individual level in the context of language contact situations. Psycholinguistic research seems to indicate some strong predictive factors for attrition such as Age, degree of attainment in L1 and exposure to L2. In this course we will discuss recent case studies in the light of current theoretical approaches in the field of L1 attrition, focusing on the following questions: which are the grammatical areas that are vulnerable to attrition? Why does attrition target some areas and not others? If there is a link between selectivity of attrition and grammatical domains, what does this mean for the organisation of our grammatical subsystems? Finally, if attrition is "rule-governed" (Seliger 1991) is it comparable in terms of processes to those found in L1, L2 and creolisation?

Requirement: Students should have basic knowledge of first language acquisition (in morphosyntax) and its analysis in the generative framework.

Die Referatsthemen werden in der ersten Sitzung vergeben.

Topics for presentations will be distributed during the first session.

14569.2604 Australian Studies: Language Endangerment and Documentation

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Di. 14 - 15.30, 901 Container C2, S215 (0.08)

D. A done

In the first part of this course we will be concerned with language endangerment which can be defined as "the en masse, often radical shift away from unique, local languages and language practice even as they may still be perceived as key emblems of community identity" (Woodbury 2015:160). Particular attention will be given to the following key points: the criteria used to assess the vitality of a language, the degree of endangerment, as well as the structural changes in endangered languages as a result of endangerment. We will use case studies mainly from Australia to analyse the broad range of structural changes that result from language endangerment. Australia has been chosen here for two reasons: first, because it has been identified as the country with the most dramatic experience with respect to the loss of traditional Indigenous languages over the last century. Second, because of its linguistic diversity, since Indigenous societies are highly multilingual. In the second part of the course we will take a close look at language documentation as one of the key responses to language endangerment, focusing on language revitalization and reclamation.

Requirement: Students must have some understanding of Indigenous languages of Australia, and must be familiar with their grammars (e.g. morphology and syntax).

Die Referatsthemen werden in der ersten Sitzung vergeben.

Topics for presentations will be distributed during the first session.

14569.2605 Narratives and Language Development

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Do. 14 - 15.30, 105 Hörsaalgebäude, Hörsaal F

C. Bongartz

In this class we will look at the phenomenon of bilingualism from different perspectives. We will investigate bilingualism at the individual and at the societal level: How can a person/a society become bilingual, what does it mean to be or to become bilingual?

We will discuss bilingual development in conjunction with readings and real-life stories; you will collect and analyze language learner biographies from bilingual people. What are some factors that contributed to successful bilingual development? Do your interviewees lead bicultural lives? Did they maintain both languages? How do they feel about being bilingual? Are there any strategies one could recommend to other people arriving as new immigrants?

tba

14569.2606 Interfaces

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Do. 10 - 11.30, 103 Philosophikum, S 67

K. Phillips

The levels of linguistic description, phonology, morphology, syntax and semantics, are traditionally viewed as autonomous components of the grammar of a language. In this course, we consider the nature of the relationships between these components and examine the various ways in which they may interact with each other. Theories relating to specific aspects of these interface relations will be introduced, bringing wide-ranging areas of Linguistics within the scope of a general discussion of the organization of the grammar. We shall focus, in particular, on the way in which arguments for alternative views of the interface relations are constructed, the theoretical consequences of these views, and the controversies which surround them.
20 Plätze freigehalten in Klips 2.0.

14569.2607 The Psycholinguistics of Information Structure (LA)

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Mi. 14 - 15.30, 103 Philosophikum, S 91

D. Dimitrova
C. Bongartz

The goal of the course is to provide an advanced understanding of how information structure, that is the structuring of a message according to the informativeness of its parts, affects speech processing in our brain. We will discuss theoretical concepts like topic, focus and salience, as well as their use in psycholinguistic theories like the good enough approach. The main focus of the class lies on experimental findings from psycholinguistic and neurolinguistic experiments. The course seeks to answer questions like: What is relevant information and how do we produce and perceive it? What is the role of prosody, syntax and semantics in emphasizing important information and how does it affect the depth of information processing in our brain? How do we decide what is relevant in a multimodal discourse where speakers use gestures, facial expressions and emotions? How is information structure expressed across languages and do cross-linguistic differences have consequences for bilingual speech processing? We aim to expand our linguistic knowledge to the area of neurocognition and to understand the mechanisms that underlie speech processing. How does information structure affect attention and working memory? Do our individual working memory and attention capacities influence the way we process language?
20 Plätze freigehalten in KLIPS 2.0

**Übung / Seminar Sprachwissenschaft
(Aufbaumodule)**

14569.2501 Methods of linguistic text analysis

2 SWS; Übung; Max. Teilnehmer: 40

Di. 10 - 11.30, 105 Hörsaalgebäude, Hörsaal F

V. Benninghoven

This course provides an introduction to the tools and methods with which texts can be studied. Topics range from the fundamental concepts of cohesion and coherence in traditional text grammars to pragmatic-functional approaches for the analysis of texts. We will apply these concepts to a variety of texts and genres in both the spoken and the written mode, and also consider digital forms of communicative behaviour, e.g. in the social media.

14569.2502 Figurative Language

2 SWS; Übung; Max. Teilnehmer: 40

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

M. Klages-Kubitzki

At its simplest figurative language is understood as an instance of non-literal language use. However, what exactly is the meaning of a statement like "The dictionary is the graveyard of metaphors." and what would constitute an appropriate literal paraphrase of it? Furthermore, if the statement is true, does this mean that conventionalized language is never figurative? These and other questions relating to the characterization of different types of figurative expressions, the identification of figurative structures in different types of discourse, and the difficulties associated with interpreting figurative language will guide our work in this course. "Studienleistung": 5-7 short written exercises.

Dancygier, Barbara & Eve Sweetser. 2014. *Figurative Language*.

Cambridge: Cambridge University Press.

Gibbs, Raymond W. Jr. & Herbert L. Colston. 2012. *Interpreting Figurative Meaning*. Cambridge: Cambridge University Press.

14569.2503 The Acquisition of Morphosyntax

2 SWS; Übung; Max. Teilnehmer: 40

Mi. 12 - 13.30, 103 Philosophikum, S 93

C. Bongartz

This class will provide you with an overview of the morpho-syntactic structure of English and its acquisition. You will be introduced to theoretical and applied issues concerning these two levels of description and their interface. Current related topic from the field of language acquisition research will feature.

Weekly readings will be assigned which will be made available via ILIAS. Students will be expected to work in groups on a scrapbook to be submitted to obtain credit at the end of the semester.

14569.2504 Language Acquisition

2 SWS; Übung; Max. Teilnehmer: 40

Di. 10 - 11.30, 103 Philosophikum, S 93

V. Struckmeier

Children, many people think, learn languages by imitating their parents. Under this assumption, adults teach children how to speak. Strikingly, this seems to be quite far from the truth: Children can surpass their models in their language acquisition, can creatively coin terms and invent grammatical structure where there was none in their models' language, as many experiments and empirical studies have found. Given these findings, we have to ask ourselves what exactly children bring to the task of language acquisition, and how they manage to acquire their language(s) in their first years.

This class will discuss different language acquisition theories: Primarily analytical (and "nativist") theories make assumptions that differ from more lexically oriented (and more "usage-based") approaches. Functional theories conceive of "language" and its acquisition in a way that more form-oriented approaches cannot agree with. The class will juxtapose these different acquisition theories – and the conceptions of "language" that underlie them.

As participants, you will be asked (without exception) to contribute to oral presentations, and/or write up short essays to receive credit for this class. Please check carefully whether this class provides the right kind of credit for your particular needs! Please note also that there is also a lecture covering the same topic. The lecture and Übung will complement each other, if your time permits. However, each class can also be taken individually, i.e. without the other.

14569.2505 Language and Identity

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 12 - 13.30, 103 Philosophikum, S 91

K. Lenz

bitte in Philosophikum oder Seminargebäude!

The aim of this course is to provide insights into a variety of ways in which language and identity interrelate. Our discussion will include different kinds of group identity (e.g. of ethnic, national, religious, gender and social status groups) and personal identity and the kinds of linguistic varieties establishing and reflecting them.

Make sure you attend the first meeting of the class, because that is when the places of participants who don't show up are distributed amongst students on the waiting list.

Edwards, John. 2009. Language and Identity. Cambridge [u.a.] : Cambridge University Press.

14569.2506 Second Language Acquisition - Blockseminar (LA) Achtung! Termine siehe Kommentar!

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 4.4.2016 10 - 14, 825 Triforum, S193

Mi. 6.4.2016 10 - 14, 825 Triforum, S193

Do. 7.4.2016 10 - 14, 825 Triforum, S193

C. Schöneberger

The class addresses the field of second language acquisition with all its dimensions from a psycholinguistic as well as from an applied perspective. We will address theoretical approaches to second language acquisition and explanatory accounts in the field as well as empirical research on individual variables in SLA. Applied issues related to SLA, such as task effects or learning and teaching a second language will also be discussed. The sessions on March 9 and 10 provide an overview over issues in the field and potential topics for class presentations. Participation in all sessions in March and May is obligatory. You will have to prepare a class presentation on a topic of your choice and hand in a short paper on your topic by May 31.

Mo., 7.3.2016 / 10.00 - 12.00 in S 193 im Triforum

Mi., 9.3.2016 / 10.00 - 14.00 in S 193 im Triforum

Do., 10.3.2016 / 10.00 - 14.00 in S 193 im Triforum

Mo. 4.4.2016 / 10.00 - 14.00 in S 193 im Triforum

Mi., 6.4.2016 / 10.00 - 14.00 in S 193 im Triforum

Do., 7.4.2016 / 10.00 - 14.00 in S 193 im Triforum

Bitte beachten Sie, dass Sie für Selbstlernphasen und die Vorbereitung der Referate sowie der schriftlichen Ausarbeitungen genügend Zeit einplanen müssen, vor allem vom 11.3-3.4. und vom 8.4.-31.5.

Der Kurs wird von Frau Dr. Christiane Schöneberger
 unterrichtet: christiane.schoeneberger@mercator.uni-koeln.de
 BLOCKSEMINAR! Präsenztermine liegen vor Semesterbeginn!
 Suggested reading:

Cook, V. (2008). *Second language learning and language teaching*. London: Hodder Education.

Lightbown, P., & Spada, N. (2006). *How languages are learned*. Oxford: Oxford University Press.

Mitchell, R., Myles, F., & Marsden, E. (2013). *Second language learning theories*. New York/Oxon: Routledge.

O'Grady, W. (2005). *How children learn language*. Cambridge: Cambridge University Press.

Rösch, H. (2011). *Deutsch als Zweit- und Fremdsprache*. Berlin: Akademie Verlag.

Saville-Troike, M. (2012). *Introducing second language acquisition*. Cambridge: Cambridge University Press.

14569.2507 **Morphological Theory and Analysis**

2 SWS; Übung; Max. Teilnehmer: 40

Do. 14 - 15.30, 103 Philosophikum, S 91

K. Phillips

This course will survey the field of morphology and will address questions arising in a number of different areas, including: a) traditional problems of morphological analysis and alternative proposals put forward to deal with them; b) theoretical issues relating to the way in which morphology interacts with other components of the grammar -- its relation to syntax and phonology; and c) the nature of the Lexicon.

In KLIPS 2.0: MS (15 Plätze freigehalten)

14569.2508 **Regional and Social Varieties of English_1**

2 SWS; Übung; Max. Teilnehmer: 40

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

J. Gerner

The course is an introduction to regional and social variation in present-day English, with the main focus on the (socio-)linguistic situation in the British Isles and in North America.

In the first part of the course students will be familiarised with the various types of linguistic variation, and important 'standard' varieties in Britain and the US (Standard BrE/AmE, Received Pronunciation, General American) will be described and compared with respect to their key linguistic features, their historical origins and their current sociolinguistic status.

In the second part of the course we will look at the major regional varieties of English in the British Isles and in North America, but also at ethnic varieties like British Creole, African American Vernacular English and Chicano English. Each of these varieties will be analysed in terms of its phonetics and phonology and, where relevant, its grammar and lexis. Associated historical and sociolinguistic issues will also be discussed, such as the process of standardization, rural vs urban dialects, dialect levelling, and the mechanisms of regional and social diffusion of linguistic innovations.

Students will be expected to carry out a linguistic analysis of a speech sample as part of their coursework.

The following two books will provide useful preparatory reading:

- A. Hughes, P. Trudgill & D. Watt (2005/2012) *English Accents and Dialects*. 4th / 5th ed. London: Hodder Arnold.
- W. Wolfram & B. Ward (eds) (2006) *American Voices. How Dialects Differ from Coast to Coast*. Malden, MA: Blackwell.

Course taught by Mr. Gerner.

14569.2509 **Regional and Social Varieties of English_2**

2 SWS; Übung; Max. Teilnehmer: 24

Do. 16 - 17.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor I

J. Gerner

The course is an introduction to regional and social variation in present-day English, with the main focus on the (socio-)linguistic situation in the British Isles and in North America.

In the first part of the course students will be familiarised with the various types of linguistic variation, and important 'standard' varieties in Britain and the US (Standard BrE/AmE, Received Pronunciation, General American) will be described and compared with respect to their key linguistic features, their historical origins and their current sociolinguistic status.

In the second part of the course we will look at the major regional varieties of English in the British Isles and in North America, but also at ethnic varieties like British Creole, African American Vernacular English and Chicano English. Each of these varieties will be analysed in terms of its phonetics and phonology and, where relevant, its grammar and lexis. Associated historical and sociolinguistic issues will also be discussed, such as the process of standardization, rural vs urban dialects, dialect levelling, and the mechanisms of regional and social diffusion of linguistic innovations.

Students will be expected to carry out a linguistic analysis of a speech sample as part of their coursework.

The following two books will provide useful preparatory reading:

- A. Hughes, P. Trudgill & D. Watt (2005/2012) *English Accents and Dialects*. 4th / 5th ed. London: Hodder Arnold.
- W. Wolfram & B. Ward (eds) (2006) *American Voices. How Dialects Differ from Coast to Coast*. Malden, MA: Blackwell.

Course taught by Mr. Gerner.

Taylor, John R. 2003. *Linguistic Categorization*. Oxford: Oxford University Press.

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**14467.0606 A.R.T.E.S Koll**

2 SWS; Kolloquium; Max. Teilnehmer: 10

Di. 14 - 15.30, 901 Container C2, S213 (0.10)

P. Schumacher

Dieses Kolloquium richtet sich primär an die TeilnehmerInnen der Graduiertenklasse 2 des strukturierten Promotionsprogramms der a.r.t.e.s. Graduiertenschule, sowie an Promovierende und PostdoktorandInnen aus thematisch verwandten Disziplinen. Im Rahmen des Kolloquiums sollen sprach- und kognitionswissenschaftliche Forschungsthemen vorgestellt und diskutiert werden.

Masterstudierende, die an diesem Kolloquium Interesse haben, können nach persönlicher Absprache ebenfalls teilnehmen (Anfrage per Email an schumacher-info@uni-koeln.de).

14569.2701 Diachronic Corpus Linguistics

2 SWS; Kolloquium; Max. Teilnehmer: 32

Do. 14 - 15.30, 332 Alte Mensa, S 201

T. Kohnen

Dieses Kolloquium bietet ein Präsentations- und Diskussionsforum für fortgeschrittene Studierende und Examenskandidat(inn)en. Prinzipiell werden alle „prüfungsrelevanten“ Themen der Linguistik besprochen. Themenschwerpunkte liegen jedoch in der diachronen Korpuslinguistik.

14569.2702 Corpus Compilation and Corpus Research

2 SWS; Kolloquium; Max. Teilnehmer: 24

Do. 16 - 17.30, 103 Philosophikum, S 83

T. Kohnen

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

14569.2703 Examenskolloquium

2 SWS; Kolloquium; Max. Teilnehmer: 30

Do. 12 - 13.30, 901 Container C2, S212 (0.06)

D. Adone

This course is designed to prepare all exams candidates (BA, MA, LPO 2003). Selected topics for both oral and written exams will be discussed.

All students taking their written or oral exams in summer 2016 should attend this course!
Die Referatsthemen werden in der ersten Sitzung vergeben.

Topics for presentations will be distributed during the first session.

- 14569.2704 Linguistics and Language Learning**
2 SWS; Kolloquium; Max. Teilnehmer: 30
Do. 17.45 - 19.15, 103 Philosophikum, S 93
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.
- 14569.2705 Postgraduate Research Colloquium (by invitation only)**
1 SWS; Kolloquium; Max. Teilnehmer: 12
Do. 12 - 13.30, 103 Philosophikum, S 93
C. Bongartz
- 14569.2706 Who owns language? Language in postcolonial contexts**
2 SWS; Kolloquium; Max. Teilnehmer: 36
Do. 16 - 17.30, 103 Philosophikum, S 76
C. Bongartz
This class presents students with an opportunity to discuss the use of English in post-colonial contexts. Weekly reading assignments are mandatory.
Die Referatsthemen werden in der ersten Sitzung vergeben.
Topics for presentations will be distributed during the first session.
- 14569.2707 Readings in Linguistics: Changing Signs - Australian Languages**
2 SWS; Oberseminar; Max. Teilnehmer: 30
Di. 16 - 17.30, 901 Container C2, S213 (0.10)
D. Adone
This course is designed for MA students. It explores the interfaces between Linguistics and Literary Studies in the area of Australian Studies. It is in close cooperation with Prof. Neumeier's seminar on the same topic.
Die Referatsthemen werden in der ersten Sitzung vergeben.
Topics for presentations will be distributed during the first session.

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

- 14569.3101 Staging the Law**
2 SWS; Vorlesung; Max. Teilnehmer: 300
Do. 12 - 13.30, 136b ehemalige Botanik, XXX
B. Neumeier
This lecture course will explore some of the connections between law and literature from Shakespeare to the 21st century. The focus will be on the discussion and criticism of legal issues in drama and theatre, as well as on performative constructions of space, spectacle, and spectators in the theatre and the courtroom.
Final Exam
- 14569.3102 Canadian Fiction from WWII to the Present**
2 SWS; Vorlesung; Max. Teilnehmer: 300
Do. 14 - 15.30, 136b ehemalige Botanik, XXX
H. Antor
This lecture series will continue our survey of Canadian Fiction begun in the winter semester 2015/16. No previous knowledge is required, however. We will trace some of the most important developments in Canadian anglophone fiction since 1945. Themes and topics dealt with will include multiculturalism, indigeneity, postcolonialism, globalization, otherness, identity and hybridity, gender, race, ethnicity, postmodernism, history, environmentalism, humour, literary pattern-building, and others. The following texts will be discussed in detail: Robertson Davies, *Tempest-Tost* (1951), Margaret Laurence *This Side Jordan* (1963), Mordecai Richler's *The Incomparable Atuk* (1963), Margaret Laurence, *The Diviners* (1974), Joy Kogawa *Obasan* (1981), Aritha van Herk, *No Fixed Address* (1986), Rudy Wiebe, *A Discovery of Strangers* (1994), Margaret Atwood, *Alias Grace* (1996), Rudy Wiebe, *Sweeter Than All the World* (2001), Guy Vanderhaeghe, *The Last Crossing* (2002).

Einführungsseminare
Literaturwissenschaft Teil A

- 14569.3201 Introduction to Literary Studies_1**
2 SWS; Einführungsseminar; Max. Teilnehmer: 50
Di. 12 - 13.30, 107b USB-Verwaltungstrakt (Eingang über Kerperner Str.), B VI 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).
- 14569.3202 Introduction to Literary Studies_2**
2 SWS; Einführungsseminar; Max. Teilnehmer: 50
Mi. 10 - 11.30, 106 Seminargebäude, S24 E. Fritsch
This course offers an introduction to basic terms, key concepts, methods, theories and fields of research in the study of literature in English. Special emphasis is given to the analysis of poetry, narrative prose and drama. It is the aim of this course to provide a sound basis for textual analysis and research in seminars and independent study. Course Texts: selected poetry, various short stories, W. Shakespeare, Twelfth Night.

Selected poetry and further course material will be made available via ILIAS.
- 14569.3203 Introduction to Literary Studies_3 (Focus on American Studies)**
2 SWS; Einführungsseminar; Max. Teilnehmer: 50
Di. 12 - 13.30, 106 Seminargebäude, S21 E. Vaja
This literary introductory course acquaintances students with, on the one hand, basic literary terms, as well as critical and theoretical approaches to the understanding of narrative fiction, drama, and poetry. On the other hand, the course seeks to offer insights into American Studies. On the basis of a selection of US-American sources, we aim to address the on-going construction of that which is referred to as "America."

The readings will be supplemented by theoretical texts, poems, short stories and essays which will be made available on ILIAS during the course of the semester.
Students are required to purchase and read the following texts before the beginning of the semester:

Lillian Hellman's The Children's Hour,

Thomas Pynchon's The Crying of Lot 49
- 14569.3204 Introduction to Literary Studies_4**
2 SWS; Einführungsseminar; Max. Teilnehmer: 50
Di. 8 - 9.30, 105 Hörsaalgebäude, Hörsaal F L. Schnitzler
This course offers an introduction to literary periods, theories and methods of analysis. Using Shakespeare's Twelfth Night and Hamlet to engage with dramatic texts, Jane Austen's Pride and Prejudice as well as 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

- 14569.3301 American Women Writers from then to now**
2 SWS; Einführungsseminar; Max. Teilnehmer: 40
Di. 14 - 15.30, 106 Seminargebäude, S15 B. Sonnenberg-Schrank
Publishers and booksellers use the label "chicklit" to package a certain kind of "low" literature, however there is no corresponding niche called "dudelit". Is the consequent assumption that all of

literature, high and low, is predominantly by and for males, except niches that are clearly labeled for women?

American literary history is often focused on its male protagonists, on the Twains, Whitmans, Jameses, Fitzgeralds, Hemingways, Kerouacs, Faulkners, Mailers, and Pynchons. In this seminar, we will focus on American women novelists and short story writers – some lesser known, some famous – from the early days of the nation to the present in order to re-evaluate their contribution to American literature. Are there common themes, politics, aesthetics? Do female authors construct different identities? Do they always negotiate "women's experience" and automatically deal with feminism? Is there a connection between literary style and gender?

We will also read theoretical texts which will help us analyze the texts we're dealing with.

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

You should acquire the following novels (they are in stock at the VUB Buchhandlung!). Short stories and excerpts will be made available via ILIAS.

- Djuna Barnes: Nightwood

- Sylvia Plath: The Bell Jar

- Toni Morrison: Beloved

14569.3302

American Naturalism

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Di. 10 - 11.30, 100 Hauptgebäude, Hörsaal V

B. Sonnenberg-Schrank

"Naturalism" (which had its heyday from the 1890s to the early 20th century) is commonly seen as an intensification (or political radicalization) of "Literary Realism" in its unidealized depiction of humans' life struggle. Naturalist writers started to deal with social and sexual aspects that had been taboo before in order to expose the dark sides of life: violence, poverty, racism, prejudice, and the radical changes brought about by industrialization, urbanization and capitalism.

The focus will be on reading novels and short fiction by Frank Norris, Theodore Dreiser, Edith Wharton, Jack London, and others. Additionally, we will take a look at related literary movements (such as Realism or Naturalism in France, England, and Germany), at the philosophical, scientific and sociological ideas that were influential for Naturalist writers, and at other fields of arts and culture (e.g. painting) from this period.

You should acquire the following novels (they are in stock at the VUB Buchhandlung!). Short stories and excerpts will be made available via ILIAS.

- Frank Norris: McTeague (Edition: Oxford World Classics)

- Theodore Dreiser: Sister Carrie (Penguin)

14569.3303

Studies in Drama: Modern Drama and the Culture of Performance

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Mi. 12 - 13.30, 106 Seminargebäude, S13

S. Youssef

As a collaborative mode of communication, theater can take many forms. It can interrogate socio-political issues, question modes of cultural preservation or exclusion, present idealized worlds for escapism, offer a highly stimulating sensory experience, or portray familiar stories, characters, and traditions. This course introduces students to several play texts and playwrights as well as to theater practices, practitioners, theories, and theorists. This class does not attempt to present a comprehensive and chronological survey of theater; instead, we will narrow out scope the development of Western Drama, concentrating on the drama's intellectual, social, and artistic foundations. About 10 plays and supplementary material will be read. Texts will be provided via ILIAS.

tba

14569.3304

Surfers, Soldiers, Bushrangers: Concepts of Masculinity in Australian Narrative

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Mi. 10 - 11.30, 103 Philosophikum, S 78

V. Herche

The myth of the Australian national identity continues to render homage to the Australian Legend, published by Ward in 1958, the "typical Australian" being "a practical man, rough and ready in his manners and quick to decry any appearance of affectation in others". While one might imagine the pull

of the legend having waned over the years, the Australian "people's idea of itself" that Ward sketched has nevertheless influenced Australian identity both home and abroad. This course explores fictional and non-fictional Australian narratives from the 18th to 21st century, with a big focus on cinematic representations, dealing with the largely masculinist as well as nationalistic visions of Australia's national context, for example found in the myths around ANZAC soldiers, Ned Kelly, crocodile hunters, surfers, and lifesavers. Thereby this course offers an introduction to theories of post-colonialism and masculinity studies. By exposing the hidden stories of those unnamed by this definition and debating aspects of identity, nation, gender relation, and how Indigenous Australians have often been represented within this vision, we will see in how far the position of the white Australian male may or may not remain unchallenged.

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

Novels:

Carey, Peter. True History of the Kelly Gang. London: Faber and Faber, 2000.

Tsiolkas, Christos. Loaded. London: Vintage, 1997.

Winton, Tim. Breath. London: Picador

All other reading materials will be made available in ILIAS.

14569.3305

Psychoanalytic Film Theory

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Mi. 12 - 13.30, 103 Philosophikum, S 78

V. Herche

Since the late 1960s, psychoanalysis has provided a useful way for film theorists to discuss our relationship with the cinema, applying psychoanalytic theories by Sigmund Freud, Jacques Lacan, Louis Althusser and others, as a formal critique of cinema's dissemination of ideology, and especially in discussing the role of the cinematic apparatus in this process. By analyzing various Hollywood feature films by filmmakers such as Hitchcock, Kubrick, Lynch, Scorsese, and others, this course will offer an introduction to Film Analysis, and Film Theory from the 20th century, including concepts of Gaze, Apparatus, Intermediality, Feminist Film Theory and Neoformalism, and introducing names such as Christian Metz, Jean-Louis Baudry, Laura Mulvey, Julia Kristeva, David Bordwell, Kristin Thompson, and many more.

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

All reading materials will be made available in ILIAS.

Further reading recommendations:

Bordwell, David and Kristin Thompson. Film Art: An Introduction. Columbus: McGraw Hill, 2010.

Braudy, Leo, Gerald Mast and Marshall Cohen, eds. Film Theory and Criticism: Introductory Readings. New York: Oxford UP, 1999.

Elsaesser, Thomas. Filmtheorie zur Einführung. Hamburg: Junius, 2007.

Stam, Robert and Toby Miller. Film and Theory. An Anthology. Oxford: Blackwell, 2000.

14569.3306

Ethics and the Postmodern British Novel (LA)

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Di. 17.45 - 19.15, 103 Philosophikum, S 58

A. Ramneantu

Modernism and postmodernism have slowly broken down many of the certainties human beings have believed in all through the modern period. While postmodernism is to be embraced for its liberating, de-essentialising tendencies, it has also introduced an age of moral fragmentation and contingency. The ethical turn of the 1990s addresses this danger. While ethical criticism embraces the freedom postmodernism has brought along, it questions whether a world in which 'anything goes' and nothing matters is desirable.

This course will give an introduction to postmodernism and ethical criticism through the careful analysis of recent British novels, films, and television shows.

Requirements: oral presentation, active participation, short essay, term paper.

Please buy and read the following novels:

Kazuo Ishiguro. The Remains of the Day (1989).

Graham Swift. Last Orders (1996).

Zadie Smith. On Beauty (2005).

Hilary Mantel. Wolf Hall (2009).

14569.3307 Shakespeare: From Text to Performance

2 SWS; Einführungsseminar; Max. Teilnehmer: 38

Do. 12 - 13.30, 103 Philosophikum, S 65

R. A c z e l

This course approaches Shakespeare's dramatic texts as maps for stage production and investigates the relationship between the written sign and physical performance in space and time. The course will look at production-based aspects of Shakespeare's texts themselves (implicit stage directions, explicit statements about theatre) and address in practical terms the challenges of producing Shakespeare today. Our main focus will be on the tragedy Hamlet and the comedy Twelfth Night.

14569.3308 21st Century Speculative Fiction (LA)

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Di. 10 - 11.30, 106 Seminargebäude, S13

P. H e i d e m e i e r

In order to distinguish between two types of Science Fiction dealing with different scenarios and protagonists, Margaret Atwood uses the label of "speculative fiction" in order to refer to novels which portray worlds and systems that are already in the realms of the possible in our present. Science Fiction proper, on the other hand, might as well take us onto unknown planets and have us deal with fantastic creatures and yet unthinkable scientific progress. In this course, we will critically discuss genre specificity and definitions, among them Atwood's, as well as speculations concerning our future with reference to different pieces of 21st century literature. We will read one of Atwood's own novels from her MaddAddam Trilogy, namely Oryx and Crake, as well as Cormac McCarthy's The Road and Michel Faber's Under The Skin. In addition, we will read examples of (20th and 21st century) speculative short fiction, among them Paolo Bacigalupi's "The People of Sand and Slag", Brian Aldiss's "Supertoys Last All Summer Long" and Octavia Butler's "Speech Sounds". The short stories and further reading will be made available via ILIAS.

Students are expected to have read at least McCarthy's The Road for the first session.

Requirements: Oral presentation, active participation, term paper

Please purchase and read before the respective sessions, preferably in the following editions (see ISBN):

- Margaret Atwood (2003): Oryx and Crake, ISBN: 1-84408-028-5

- Cormac McCarthy (2006): The Road, ISBN: 978-0-307-27792-3

- Michel Faber (2001): Under the Skin, ISBN: 1841950947

(all of them available second-hand for low prices on amazon, abebooks or booklooker!!)

14569.3309 In the Heart of the Sea: Seafaring in Literature (LA)

2 SWS; Einführungsseminar; Max. Teilnehmer: 36

Mo. 10 - 11.30, 103 Philosophikum, S 76

A. S c h i m m e l p f e n n i g

Sailor's yarn or factual report? Stories about men going to sea alternate between heroism and human failure, between the beauty and the horror of nature. In this seminar we will explore presentations of seafaring, nautical science, and masculinity and discuss whether it is always about man vs. nature or rather man vs. man.

All participants are required to do a presentation on one of the texts in class.

LA zent

Joseph Conrad - The Mirror of the Sea

Ernest Hemingway - The Old Man and the Sea

Jack London - The Sea Wolf

Herman Melville - Moby-Dick

14569.3310 "On the whole, we know a story when we see it" – An Introduction to Narrative Theory (LA)

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Fr. 8 - 9.30, 103 Philosophikum, S 66

F. Danebrock
F. Danebrock

Organising thought. Establishing identities. Explaining the evolution of the human species. Making history. Subverting cultural dogma. Securing social connection. 'Simple' entertainment. Constructing time, constructing space - there seems to be no function which narrative has not been charged with fulfilling. This course aims to make more concrete the fuzzy, ubiquitous notion of 'narrative': what is 'narrative', in the first place? "On the whole, we know a story when we see it (or hear it)", claims Peter Lamarque - while intuitively true, this is clearly not all there is to say on the matter. How does 'narrative' differ from and how does it coincide with 'fiction'? What difference does it make which media or which genre stories are told in? Does narrative indeed help us understand ourselves, understand others, and understand our understanding - and if so, how? Why are some narratives able to provoke actual cravings (as popular serial narratives frequently do)?

In addition to exploring these issues of fictionality, mediality, cognition, ethics, and affect, we will try to review basic narratological terminology as we go along (e.g. 'story', 'discourse', 'mimesis', 'narrator', etc.). We will put our theoretical knowledge to the test by looking at selected works of fiction, including William Shakespeare's play *A Midsummer Night's Dream*, Paul Auster's novel *City of Glass*, and Martin McDonagh's (known for *In Bruges*) film *7 Psychos*.

Requirements: short in-class presentation and occasional written homework.

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)

14569.3401 Textual Analysis in Practice: American Drama

2 SWS; Übung; Max. Teilnehmer: 40

Do. 12 - 13.30, 106 Seminargebäude, S14

A. Gutenberg

This course is designed to give students the opportunity for practical textual (and medial) analysis. Our focus in this course will be on different types and modes of American drama, ranging from psychological to social realism and from epic tendencies to a mixture between Western and Eastern traditions. We will also discuss some film versions of selected plays. Texts: Tennessee Williams, *A Streetcar Named Desire* (Signet Books); Arthur Miller, *The Crucible* (Penguin); Marsha Norman, *Night, Mother* (Dramatists Play Service); David Hwang, *M. Butterfly* (Dramatists Play Service).

14569.3403 Late Victorian Fiction

2 SWS; Übung; Max. Teilnehmer: 30

Mo. 14 - 15.30, 106 Seminargebäude, S21

J. Hoydis

This class offers an introduction to English literature in the last two decades of the 19th century. The fin-de-siècle literature comprises different movements such as aestheticism, foreshadowing modernism and seeking to emancipate art from didactic or moral purposes, or the 'New Woman' fictions which challenge Victorian sexual morals, the institution of marriage, and the ideal of the 'Angel in the House'. We will discuss various canonical works of fiction (including poetry, drama, and prose) with a focus on the ways they reflect and express the increasing doubts about values and norms of the Victorian era, such as class differences, gender roles and relations, the belief in the continuous progress of civilization and science, and the reliability of human reason.

Students are asked to acquire copies of the following texts: Robert Louis Stevenson's *The Strange Case of Dr Jekyll and Mr Hyde* (1886), Thomas Hardy's *Tess of the D'Urbervilles* (1891), Oscar Wilde's *The Importance of Being Earnest* (1895) and *The Picture of Dorian Gray* (1890). All other materials will be made available on ILIAS.

14569.3404 Crime Fiction_1

2 SWS; Übung; Max. Teilnehmer: 30

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

K. Althans

Bitte nur Seminarräume - keine Vorlesungsräume/Hörsäle.

Vielen Dank.

Zusätzlich zu den Montagsterminen wird am Samstag, den 7. Mai 2016 von 10-13:30 ein Seminarraum benötigt.

Crime Fiction is a genre with a history in true crime — and as such is an ideal starting point for studying law & literature. Even though pieces like the *Newgate Calendar* might be not as well-known as the stories featuring Sherlock Holmes or Philip Marlowe (and countless others), they

nevertheless helped shape a genre which still flourishes today. In this course, we are going to investigate the history of crime fiction from its early predecessors to postmodern texts by focusing both on the representation of the law and on the laws of crime fiction. It is, however, not only the history of crime fiction but also its cultural diversity which is of interest for our approach to the field of law and literature.

Literature: Texts will be agreed on in the first session - therefore, please think about texts you would like to read for this seminar!

New Course!

14569.3405

Irish Short Stories

2 SWS; Übung; Max. Teilnehmer: 30

Di. 10 - 11.30, 103 Philosophikum, S 55

K. Maye-Saidi

This course will look at poetry and short stories by authors such as W. B. Yeats, Seamus Heaney, Colum McCann, John McGahern, Mary Lavin, Seán Ó Faoláin and Kate O'Brien. The main foci of the course are Irish identity and culture but we will also be looking at gender, collective memory and post-colonialism. The course schedule and literature be uploaded in Ilias in the week before the semester begins. Please prepare for the first class. Students must attend the first class and be on time to secure their place; active participation (presentations and discussion) is also required. Students can receive either 2, 3, or 4 Credit Points for this course.

Course is cancelled!

14569.3406

Crime Fiction_2

2 SWS; Übung; Max. Teilnehmer: 32

Do. 17.45 - 19.15, 315 COPT, Seminar S234

K. Althans

Crime Fiction is a genre with a history in true crime — and as such is an ideal starting point for studying law & literature. Even though pieces like the Newgate Calendar might be not as well-known as the stories featuring Sherlock Holmes or Philip Marlowe (and countless others), they nevertheless helped shape a genre which still flourishes today. In this course, we are going to investigate the history of crime fiction from its early predecessors to postmodern texts by focusing both on the representation of the law and on the laws of crime fiction. It is, however, not only the history of crime fiction but also its cultural diversity which is of interest for our approach to the field of law and literature.

Literature: Texts will be agreed on in the first session - therefore, please think about texts you would like to read for this seminar!

New Course!

14569.3407

British Drama

2 SWS; Übung; Max. Teilnehmer: 30

Mi. 16 - 17.30, 103 Philosophikum, S 84

T. Ford

This course will focus mainly on the themes of disability, illness and dying as depicted in modern British theatre and on the radio. Centering on works by three notable British playwrights - Peter Nichols, Brian Clark, and Lee Hall - we will be examining the common themes which occur, as well as their social and cultural settings. Film adaptations will also comprise part of the course.

Students can obtain either 2, 3, or 4 CPS in this course. Further details will be announced on the first day of the course.

Students MUST attend the first class in order to secure their place, and regular attendance is highly desirable. Additional places in this class will be allocated AFTER round 2 when there will be a sign-up list outside my office (Room 2.209). This list will be available from 8 April 2016.

11 Plätze freigehalten für KLIPS 2.0

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!)

Peter Nichols, *A Day in the Death of Joe Egg*, faber and faber, 1967 (ISBN: 978-0571083695)

Brian Clark, *Whose Life is it Anyway?*, Heinemann, 1993 (ISBN: 978-0435232870)

Lee Hall, *Spoonface Steinberg*, Methuen Drama, 2007 (ISBN: 978-0413748706)

14569.3408

From Page to Stage: Theory and Practice of Theatre Production

- 2 SWS; Übung; Max. Teilnehmer: 30
 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
 Meet outside the E-Raum at 11:55 for the first session
 15 Plätze freigehalten für KLIPS 2.0
- 14569.3409 Intercultural Communication: Theories, Experience and Dialogue**
 2 SWS; Übung; Max. Teilnehmer: 24 E. Start
 Fr. 12 - 13.30, 103 Philosophikum, S 76
 In this course we will examine and debate theories underlying the study of intercultural communication, including concepts such as identity and 'othering', cultural values, power and ethics, nonverbal communication and the widespread use of English in our multilingual world.
 Case studies, creative work and dialogue will allow us to explore differing cultural perspectives and you will be encouraged to reflect on your own cultural identities and indeed your approaches to intercultural communication itself. In groups you will carry out a small ethnographic project and reflect on the results, and together we will examine ways in which intercultural competence might be developed and assessed, and how your own attitudes and competencies develop over the course of the semester.
 Please note, as practising intercultural communication and developing competencies are learning aims for this course, regular attendance is essential.
 Exchange students are very welcome and should send an email as early as possible to secure a place if unable to register through KLIPS.
- 14569.3410 Textual Analysis in Practice: Narrative Prose**
 2 SWS; Übung; Max. Teilnehmer: 40 E. Fritsch
 Mi. 12 - 13.30, 106 Seminargebäude, S21
 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 represent the issue of European immigration to the USA in selected short stories and two novels, E.L. Doctorow's Ragtime (1975) and L. Erdrich's, The Master Butcher's Singing Club (2003). 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).
- 14569.3411 Textual Analysis in Practice: Poetry**
 2 SWS; Übung; Max. Teilnehmer: 38 E. Fritsch
 Do. 12 - 13.30, 103 Philosophikum, S 63
 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).
- 14569.3412 The City in Literature: New York**
 2 SWS; Übung; Max. Teilnehmer: 36 S. Youssef
 Mi. 14 - 15.30, 103 Philosophikum, S 92
 This course examines the evolution of New York City as a literary construct as well as the city's emergence and continual reinvention as one of the world's premier sites of literary and cultural production. Beginning with the earliest New York theaters in the eighteenth century and continuing to the present we will examine a range of drama, fiction and non-fiction to reveal the facets of the Big Apple. Aside from learning about the city's cultural history, students will also be investigating the development of literary form in American literature and learn how writing about New York contributed to America literary history. Readings will include: Allen Ginsberg's Howl, Tony Kushner's Angel in America and Edith Wharton's The Age of Innocence. TV Shows included, i.e. Friends and Sex and the City; Films that will be included: Breakfast at Tiffany's and Taxi Driver, Gangs of New York.

Please purchase:

Edith Wharton's *The Age of Innocence* (please read during break)

Jonathan Safran Foer's *Extremely Loud and Incredibly Close*

other readings will be provided via Ilias.

Hauptseminar Literaturwissenschaft

- 14569.3601 Contemporary Australian Narratives in English**
 2 SWS; Hauptseminar; Max. Teilnehmer: 50
 Mo. 12 - 13.30, 105 Hörsaalgebäude, Hörsaal F H. Antor
 In this seminar we will look at some of the most salient features of contemporary Australian fiction in English. Themes and topics dealt with will include colonialism and postcolonialism, race and ethnicity, aboriginality, history and memory, identity, alterity, hybridity, migration, trauma, inter-, multi- and transculturalism and others. Students are expected to have read the following texts by the beginning of term: David Malouf, *Remembering Babylon* (1993), Doris Pilkington, *Follow the Rabbit-Proof Fence* (1996), Richard Flanagan, *The Sound of One Hand Clapping* (1997), Peter Carey, *True History of the Kelly Gang* (2000), Andrew McGahan, *The White Earth* (2004). We will also look at and analyze some cinematic narrativizations of Australian issues. Requirements: active and regular participation, oral presentation, written paper (schriftliche Hausarbeit). (alte KLIPS Nr: 41375)
- 14569.3602 Otherness in Anglophone Literature**
 2 SWS; Hauptseminar; Max. Teilnehmer: 50
 Do. 12 - 13.30, 105 Hörsaalgebäude, Hörsaal F H. Antor
 In this seminar we will look at how otherness (cultural, racial, ethnic, gender, religious etc. alterity) has been conceptualized in literatures in English from the early modern period to the present time. We will discuss alterity in different genres and analyze texts from different anglophone world regions. Students are expected to have read the following texts by the beginning of term: William Shakespeare, *Othello* (1603/04), William Blake, "The Little Black Boy" (1789), E.M. Forster, *A Passage to India* (1925), V.S. Naipaul, *The Mimic Men* (1967), Rudy Wiebe, *A Discovery of Strangers* (1994). We will also analyze Gurinder Chadha's very successful film *Bend It Like Beckham* (2002). Further texts and materials will be made available. Requirements: active and regular participation, oral presentation, written paper (schriftliche Hausarbeit). (alte KLIPS Nr: 41376)
- 14569.3603 Australian Studies: Nature and Environment**
 2 SWS; Hauptseminar; Max. Teilnehmer: 50
 Di. 12 - 13.30, 105 Hörsaalgebäude, Hörsaal F B. Neumeier
 This seminar is linked to an international conference on Nature and Environment in Australia, Sept 28-Oct. 1, 2016 (for further details see our homepage). The seminar will explore the question of the contribution of literature, film and the performing arts to pressing ecological issues. The aim is to provide an introduction to major fields of research in ecology and literature, performance and gender within the wider conference scope. Student participation in the conference will include poster presentations and a student panel.

 A preliminary mandatory student conference will take place Friday, 8 July 2016, 10am-6pm. In June, students are given time to prepare a paper to present at this student conference. During the writing period in June, special office hours will be held (Beate Neumeier/Victoria Herche) to discuss the progress of papers. The deadline for the conference papers is 8 July 2016. Due to the nature of the course, no extensions will be granted. After the conference, students get additional time to edit their papers according to the feedback provided during the conference.
- 14569.3604 The London Stage: Spaces, Spectacles, and Spectators**
 2 SWS; Hauptseminar; Max. Teilnehmer: 47
 Do. 14 - 15.30, 106 Seminargebäude, S15 B. Neumeier
 This seminar will provide an overview of some of the recent trends on the London stages via close readings of productions of the 2014/15 and current London theatre season. The focus of this course is on contemporary British theatre and culture.
 Requirements: attendance of two live performances and the submission of reviews, class participation and group work.
- 14569.3605 The Weird and the Fantastic in American Literature**

2 SWS; Hauptseminar; Max. Teilnehmer: 50

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

J. Greve

Based on the assumption of a generically linked pair of weird and fantastic fiction, this course will scrutinize their respective poetics from a distinctly American perspective. Surveying the seminal works of American Gothic fiction that have been associated with notions of the supernatural, the marvelous, the uncanny, the grotesque, the spectral, and, above all, the weird and the fantastic, the participants of the seminar will make themselves familiar with these concepts and the aesthetic theories and traditions in which they are embedded. The guiding question will be concerned with the unique position of the weird and the fantastic as notions that seem to be encompassed by the generic label of the American Gothic, while having spawned equally persistent and perfidious forms of American literary, as well as visual and auditory, culture that are very much their own. The participants will test provisional definitions of weird and fantastic literature by locating and questioning their specific traits in novels and novellas by Edgar Allan Poe, Henry James, and H.P. Lovecraft, as well as short stories by Herman Melville, Ambrose Bierce, Thomas Ligotti, Jeff VanderMeer, and William T. Vollmann, as well as *The Thing* (1982), a film by John Carpenter. Theoretical texts as diverse as Sigmund Freud's "The Uncanny," Lovecraft's "Supernatural Horror in Literature," Tzvetan Todorov's *The Fantastic*, and Julia Kristeva's *Powers of Horror: An Essay on Abjection* will provide the conceptual background for the analyses of these fictions.

Aside from the short stories and the theoretical texts, which will be made available at the start of the semester, the following novels/novellas need to be purchased by the participants:

- Edgar Allan Poe, *The Narrative of Arthur Gordon Pym of Nantucket*
 - Henry James, *The Turn of the Screw*
 - H.P. Lovecraft, *At the Mountains of Madness*
- New Course!

14569.3606

Gender and the Sister Arts

2 SWS; Hauptseminar; Max. Teilnehmer: 40

Mo. 14 - 15.30, 106 Seminargebäude, S14

A. Gutenberg

Since Victorian times, the interrelationship of various art forms, and especially that between literature and painting, has been known under the term "The Sister Arts". The underlying idea is that the verbal and visual sister arts can lead to mutual inspiration and creative enhancement. However, the feminine appeal of the term needs to be investigated critically since artistic self-fashioning and artistic production have traditionally taken very different paths depending on the sex of the artist.

Since the late 19th century, gender roles have undergone dramatic changes which are mirrored in the way art, fictional artist figures and their creative processes are represented in narrative fiction. In this seminar we will explore five American and British examples of the artist's novel from the point of view of gender and genre, aesthetic theory and intermediality. TEXTS: Oscar Wilde, *The Picture of Dorian Gray* (1891); Kate Chopin, *The Awakening* (1899); James Joyce, *A Portrait of the Artist as a Young Man* (1916); Virginia Woolf, *To the Lighthouse* (1927); Siri Hustvedt, *What I Loved* (2003).

14569.3607

A New Semiology of the American Sublime - Blockseminar (LA)

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Mo. 25.4.2016 18 - 19.30, 103 Philosophikum, S 58

Mo. 13.6.2016 18 - 19.30, 901 Container C2, S215 (0.08)

Di. 14.6.2016 10 - 11.30, 315 COPT, Seminar S233

Di. 14.6.2016 18 - 19.30, 103 Philosophikum, S 91

Mi. 15.6.2016 10 - 11.30, k. A., Ortsangaben siehe Kommentar

Mi. 15.6.2016 18 - 19.30, 901 Container C2, S215 (0.08)

Do. 16.6.2016 10 - 11.30, k. A., Ortsangaben siehe Kommentar

Do. 16.6.2016 18 - 19.30, 103 Philosophikum, S 91

Fr. 17.6.2016 10 - 11.30, k. A., Ortsangaben siehe Kommentar

Fr. 17.6.2016 18 - 19.30, 103 Philosophikum, S 91

Sa. 18.6.2016 9 - 13, 103 Philosophikum, S 58

H. Berressem

bitte einen Raum für ca 120 Personen

This lecture series takes the resources of process philosophy and a new definition of the sign as process to suggest a semiology of the American sublime. The lectures draw on work by Deleuze and Guattari, Whitehead, Lyotard, Žižek, Freeman, Martin and Adorno to define the sign and the sublime. These definitions then lead to two claims: the sign is always political and the sublime can be expressed as a series of political selections and tensions. These claims lead to a new semiology

of the American sublime in art, literature, film and technology. Among others, the lectures will consider works by Emily Dickinson, Barnett Newman, Don DeLillo, Terrence Malick and historians David Nye and Elizabeth Kessler. A number of influential concepts will be criticised; notably, the ideas of manifest destiny, environmental sublime, cosmic sublime and epochal sublime, such as the modern and postmodern sublines.

Course taught by Prof. James Williams (vom Lehrstuhl Berressem organisiert)

ACHTUNG: In dieser Veranstaltung kann kein Referat mit schr. Komponente erworben werden! Mögliche Leistungsformen sind erfolgreiche Teilnahme und Hausarbeit (1.0 Studierende) sowie schriftliche und mündliche Prüfungen (2.0 Studierende). Die Arbeiten/Prüfungen werden von Prof. Berressem abgenommen.

Die Sitzungen am 15., 16. und 17.6. (10-11:30) finden in der Bibliothek der Morphomata statt. ACHTUNG: In dieser Veranstaltung kann kein Referat mit schr. Komponente erworben werden! Mögliche Leistungsformen sind erfolgreiche Teilnahme und Hausarbeit (1.0 Studierende) sowie schriftliche und mündliche Prüfungen (2.0 Studierende). Die Arbeiten/Prüfungen werden von Prof. Berressem abgenommen.

14569.3608 American Women's Poetry

2 SWS; Hauptseminar; Max. Teilnehmer: 38

Di. 16 - 17.30, 103 Philosophikum, S 63

Master of Ed. Plätze freigehalten: 4

Veranstaltungsnummer in KLIPS 2.0: 3607

In this seminar, we will explore American women poets from the Colonial Period to the present. Did these women poets seek a distinctly female perspective, or are their poetic voices better heard through more filters than just one that limits our understanding to questions of gender?

Are their poems related to their authors' attempts at performing their selves, or do they raise questions concerning community? Should we be concerned with conceptual and poetic questions instead? In short, what do the poems sound like, and how can we read them?

Additionally to their curiosity for poetry, participants of this seminar are required to bring sufficient time for reading selected texts from literary theory and secondary literature in preparation for each session. Each participant of this seminar will be asked to become an expert for a poem, which he or she will present in class in order to introduce the other participants to its poetics and content.

The poems and texts will be made available on ILIAS during the course of the semester.

M. E i s

14569.3609 Australian Gothic Fiction

2 SWS; Hauptseminar; Max. Teilnehmer: 40

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

In this seminar, we will look at Australian fiction from a Gothic point of view. Despite its antipodean situation, Australian literature and film has used the Gothic to express a unique Australian condition, with which we will be concerned in the first place. The main issues we will address include the convict system, the bush, and the Aboriginal presence/absence, and we will cover both the colonial and the postcolonial era.

Please read the following novels (if you can't get hold of a print copy, ebooks, also in different editions, will do):

McGahan, Andrew. *The White Earth*. Sydney: Allen and Unwin, 2004. Print.

Winton, Tim. *In the Winter Dark*. 1988. Melbourne: Penguin Australia, 2010. Print.

Womersley, Chris. *Bereft*. Melbourne: Scribe, 2011. Print.

New Course!

K. Althans

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)

14227.1503 Cologne Media Lectures: Medienpraxis der Literatur. Schreibarbeit, Textobjekte, Computerphilologie

2 SWS; Kolloquium; Max. Teilnehmer: 15

Mi. 20.4.2016 12 - 13.30, 103 Philosophikum, S 81

Mi. 1.6.2016 12 - 13.30, 103 Philosophikum, S 81

Di. 7.6.2016 18.30 - 20, 101 WiSo-Hochhaus, Hörsaal XXIII
Schmalenbach-HS
Mi. 8.6.2016 12 - 13.30, 103 Philosophikum, S 81
Mi. 15.6.2016 12 - 13.30, 103 Philosophikum, S 81
Di. 21.6.2016 18.30 - 20, 101 WiSo-Hochhaus, Hörsaal XXIII
Schmalenbach-HS
Mi. 22.6.2016 12 - 13.30, 103 Philosophikum, S 81
Mi. 6.7.2016 12 - 13.30, 103 Philosophikum, S 81
Di. 12.7.2016 18.30 - 20, 101 WiSo-Hochhaus, Hörsaal XXIII
Schmalenbach-HS
Mi. 13.7.2016 12 - 13.30, 103 Philosophikum, S 81

L.Perraudin
N.Pethes

Das Seminar dient der Vorbereitung der medienwissenschaftlichen Workshops und Vorträge, die dreimal pro Semester im Rahmen der «Cologne Media Lectures» (CML) stattfinden, und bietet Gelegenheit, sie zu besuchen. Dabei kann ein Nachweis aktiver Teilnahme erworben werden (nach vorheriger Absprache und nach jeweiliger Modulzugehörigkeit kann ein Leistungsnachweis erworben werden).

Den gemeinsamen Schwerpunkt der Workshops und Vorträge bildet in diesem Semester das Thema «Medienpraxis der Literatur. Schreibarbeit, Textobjekte, Computerphilologie». Als Gäste werden Jörgen Schäfer (Siegen), Natalie Binczek (Bochum) und James Mussell (Leeds) erwartet. Die Veranstaltung fragt nach dem Status philologischer Forschung im Rahmen aktueller Theorien zur Praxeologie des Wissens einerseits, der zunehmenden digitalen Erscheinungsform von Texten andererseits. Im Mittelpunkt der Vorträge steht die Frage nach der Materialität von Texten im Spiegel der unterschiedlichen Medien ihrer Produktion und Rezeption. Anhand dieser Aspekte wird zu diskutieren sein, auf welche Weise theoretische Perspektiven und technische Innovationen den Begriff der Literatur sowie die Verfahren ihrer wissenschaftlichen Analyse affizieren und modifizieren.

Die Abendvorträge der Cologne Media Lectures finden jeweils Dienstagabend statt:

07.06. 18.30-20.00 Jörgen Schäfer
21.06. 18.30-20.00 Natalie Binczek
12.07. 18.30-20.00 James Mussell

14569.3501 Pathos: A Short History of Feeling

2 SWS; Übung; Max. Teilnehmer: 30

Mo. 12 - 13.30, 901 Container C2, S211 (0.02)

R.Aczel

Pathos – the crafted evocation of emotion – is out of vogue in the arts, yet it thrives in popular culture, from weeping talent-show candidates to crocodile-teared politicians. Where does our current mistrust of pathos come from: what is the history of feeling as a rhetorically produced effect? This course traces the concept of pathos across the arts from its central role in the poetics of Aristotle to emo-pop and beyond – stopping on the way to look at the Bible, Shakespeare, Schiller, Dickens, Wagner, Pre-Raphaelite painting and the aesthetic rhetoric of the Third Reich.

14569.3502 From Glasgow to the World and Beyond: Edwin Morgan and Liz Lochhead

2 SWS; Übung; Max. Teilnehmer: 30

Mi. 16 - 17.30, 103 Philosophikum, S 54

S.Allan

'the mad particles dance / stanza by stanza / the poem is becoming more miraculous / more clear?' (Lochhead, 'The People's Poet: for Edwin Morgan'). In 2005, Liz Lochhead took over as Poet Laureate of Glasgow from Edwin Morgan, and in 2011, she took over as Scotland's Poet Laureate (or Makar) after Morgan's death in 2010. These two poets are undoubtedly two of the most famous and most popular contemporary Scottish poets: in fact, in January 2008, Glasgow was host to a 'Morganathon' - a 36-hour non-stop reading of Morgan's work. This course will consider a wide selection of Morgan's and Lochhead's poetry from a variety of different perspectives. Has this contemporary poetry succeeded in extricating itself from the curse of Calvinism? Are Morgan and Lochhead only relevant and interesting in a British/Scottish/or even just a Glasgow context? Are they doing anything which could be deemed uniquely or characteristically Scottish? Are they innovative, or merely second-rate minor poets producing yet more kailyard keech?

Students MUST attend the first class and be on time in order to secure their place. Additional places in this class will be allocated AFTER round 2 when there will be a sign-up list outside my office (Room 2.213). This list will be available from 8 April 2016.
Lochhead, Liz. *The Colour of Black and White*. Edinburgh: Polygon, 2004.

Lochhead, Liz. *Dreaming Frankenstein and Collected Poems*. New ed. Edinburgh: Polygon, 2003.

Morgan, Edwin. *A Book of Lives*. Manchester: Carcanet, 2007.

Morgan, Edwin. *New Selected Poems*. Manchester: Carcanet, 2000.

Electronic editions of these anthologies would also be fine. If you are going to buy the paper editions, please order them BEFORE the beginning of the semester, so that you have all the books in time. Some of the books may be available more easily and more cheaply from a UK supplier, so do check online.

14569.3503

Literature of Conflict

2 SWS; Übung; Max. Teilnehmer: 35

Mi. 12 - 13.30, 103 Philosophikum, S 57

S. Newman

War and conflict have been associated with literature for thousands of years - not simply recounting tales of the battlefields, but often revealing the best and the worst of human nature, among civilians as well as soldiers. War is often cited as an example of 'man's inhumanity to man', but in fact the literature of conflict often sheds light on the humanity that is to be found in its midst. This course will focus on a variety of 20th and 21st century texts including novels, reportage and poetry, as well as film. These texts mainly relate to conflicts within the borders of Europe, and examine what the human stories reveal about our history and our time.

Students MUST attend the first class and be on time in order to secure their place. Additional places in this class will be allocated AFTER round 2 when there will be a sign-up list outside my office (Room 2.212, 2nd floor, Philosophikum). This list will be available from 8th April 2016.

COURSE TEXTS:

Jennifer Johnston: *How Many Miles to Babylon?*: Penguin, 2010

William Brodrick, *The Sixth Lamentation*: Abacus, 2008

Steven Galloway, *The Cellist of Sarajevo*: Atlantic, 2009

David Park, *The Truth Commissioner*: Bloomsbury, 2009

14569.3504

Science Plays

2 SWS; Übung; Max. Teilnehmer: 40

Do. 10 - 11.30, 332 Alte Mensa, S 204

J. Hoydis

Science, in different forms and under various guises, has held an important place in British drama from the Renaissance to the present. This class offers a survey of recent so-called "science plays", which often revisit famous moments in the history of science such as the 1941 meeting between Niels Bohr and Werner Heisenberg in Michael Frayn's *Copenhagen*. The texts call for critical engagement with ethical and political issues (such as the atomic bomb or human cloning), and the depiction of scientists and the practices and effects of science from different angles; they also raise general questions about the production of notions of knowledge, "truth," and advancement.

- Michael Frayn, *Copenhagen* (1998, Anchor Books)
- Shelagh Stephenson, *An Experiment with an Airpump* (1998, Methuen Drama)
- Caryl Churchill, *A Number* (2002, Theatre Communications Group New York)
- Tom Stoppard, *The Hard Problem* (2015, Faber and Faber)

Students are asked to acquire copies of the plays. All other materials will be made available in ILIAS.

14569.3505

The Neo-Slave Narrative

2 SWS; Übung; Max. Teilnehmer: 40

Do. 10 - 11.30, 106 Seminargebäude, S11

E. Fritsch

The representation of slavery (and the escape from it) has been a crucial issue in African American writing. After reading classic antebellum slave narratives by Frederick Douglass and Harriet Jacobs (excerpts) we will read and discuss novels by contemporary authors that assume the voice of fugitive slaves. We will analyse narrative strategies employed to give voice to historically muted subjects of "the peculiar institution" of slavery and focus particularly on the interplay of oral tradition, literary conventions, and history, as well as on gender and subjectivity. Questions of authenticity, power and appropriation will also be addressed when viewing the genre of the neo-slave narrative in the context of the Civil Rights struggle and its aftermath. Course Texts: Frederick Douglass, Narrative of the Life of Frederick Douglass, Ernest Gaines, The Autobiography of Miss Jane Pittman, Toni Morrison Beloved. Additional materials will be made available through ILIAS.

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).

14569.3506 **Exkursion: Meeting the Bard**

2 SWS; Übung; Max. Teilnehmer: 20

8.6.2016 - 12.6.2016, Block+SaSo

Meeting the Bard, Stratford-upon-Avon 8.-12. June 2016

B. Neumeier

During this five day excursion we will explore the world of Shakespeare as well as his contemporaries. Commemorating the 400th anniversary of Shakespeare's death we will travel to Shakespeare's birthplace, visit the Swan Theater, explore the Shakespeare Museum and discover the theatrical landscapes of Elizabethan England. We will be attending four shows: Christopher Marlowe's Doctor Faustus (1592), William Shakespeare's Hamlet (1603) & Cymbeline (1623) and Ben Jonson's The Alchemist (1610). The shows will be accompanied by Q&A and workshops with theater practitioners.

We will also meet three times April 28, May 12 any secondary reading will be uploaded via Ilias.

Costs Approx. € 600 excluding travel to London. These fees include accommodation (incl. breakfast at the guest house), coach transfer (London – Stratford and return), all shows and workshops.

Payment #1 of € 350 by March 15, 2016

Final Payment of € 250 must be transferred by April 11, 2016

Travel to London will be booked individually. There will be a collective transfer of the entire group on June 8, 2016 from central London.

How to apply Please submit your motivational letter of 800-1000 words in which you outline why you would like to join us on the excursion and what your expectations are. Please submit your letter formatted according to the MLA Handbook for Writers by March 7 to Sarah Youssef: sarah.youssef@uni-koeln.de
Blockseminar - keine Anmeldung über KLIPS

14569.3507 **The American Historical Romance**

2 SWS; Übung; Max. Teilnehmer: 32

Do. 16 - 17.30, 315 COPT, Seminar S234

K. Althans

Similar to the science of historiography, the historical romance reflects a modern understanding of human progress and national identity formation that took shape in the early nineteenth century. Upon the publication of Sir Walter Scott's Waverley novels (1814-1831), this new literary genre became immensely popular not only across Europe but also in the United States, where it has flourished to this day.

This seminar focuses on the origins of the American historical romance in the nineteenth century, addressing the ways in which the genre was used to reimagine the nation's colonial past, the construction and consolidation of American identities, and the issue of ethnic diversity.

Literature (if you can't get hold of a print copy, ebooks, also in different editions, will do):

Child, Lydia Maria. Hobomok and Other Writings on Indians. 1824. Ed. Carolyn L. Karcher. New Brunswick: Rutgers UP, 1986. Print.

Cooper, James Fenimore. The Last of the Mohicans. 1826. Cambridge: Harvard UP, 2011. Print.

Sedgwick, Catharine Maria. Hope Leslie: Or, Early Times in Massachusetts. 1827. New York:

Penguin, 1998. Print.

New Course!

14569.3508 **Introduction to Law and Literature**

2 SWS; Übung; Max. Teilnehmer: 22

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

K. Althans

"[. . .]he jurisdiction of both law and literature is the realm where language, story, and human experience meet." Taking this quote as a starting point for our discussion of law and literature, we will trace the relationship of these seemingly diverse subjects of study by taking a tour through English literary and legal history. We will focus on issues of language, reading, and theory in our investigation of law in literature and law as literature and see how the study of literature helps to understand the law - and comments on its shortcomings.

We will start our introductory tour with Shakespeare's "The Merchant of Venice" which all students are required to have read by the third session. Further texts will be made available and a final reading list will be agreed on in the first session.

New Course!

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

14227.1503 **Cologne Media Lectures: Medienpraxis der Literatur. Schreibarbeit, Textobjekte, Computerphilologie**

2 SWS; Kolloquium; Max. Teilnehmer: 15

Mi. 20.4.2016 12 - 13.30, 103 Philosophikum, S 81

Mi. 1.6.2016 12 - 13.30, 103 Philosophikum, S 81

Di. 7.6.2016 18.30 - 20, 101 WiSo-Hochhaus, Hörsaal XXIII
Schmalenbach-HS

Mi. 8.6.2016 12 - 13.30, 103 Philosophikum, S 81

Mi. 15.6.2016 12 - 13.30, 103 Philosophikum, S 81

Di. 21.6.2016 18.30 - 20, 101 WiSo-Hochhaus, Hörsaal XXIII
Schmalenbach-HS

Mi. 22.6.2016 12 - 13.30, 103 Philosophikum, S 81

Mi. 6.7.2016 12 - 13.30, 103 Philosophikum, S 81

Di. 12.7.2016 18.30 - 20, 101 WiSo-Hochhaus, Hörsaal XXIII
Schmalenbach-HS

Mi. 13.7.2016 12 - 13.30, 103 Philosophikum, S 81

L. Perraudin
N. Pethes

Das Seminar dient der Vorbereitung der medienwissenschaftlichen Workshops und Vorträge, die dreimal pro Semester im Rahmen der «Cologne Media Lectures» (CML) stattfinden, und bietet Gelegenheit, sie zu besuchen. Dabei kann ein Nachweis aktiver Teilnahme erworben werden (nach vorheriger Absprache und nach jeweiliger Modulzugehörigkeit kann ein Leistungsnachweis erworben werden).

Den gemeinsamen Schwerpunkt der Workshops und Vorträge bildet in diesem Semester das Thema «Medienpraxis der Literatur. Schreibarbeit, Textobjekte, Computerphilologie». Als Gäste werden Jörgen Schäfer (Siegen), Natalie Binczek (Bochum) und James Mussell (Leeds) erwartet. Die Veranstaltung fragt nach dem Status philologischer Forschung im Rahmen aktueller Theorien zur Praxeologie des Wissens einerseits, der zunehmenden digitalen Erscheinungsform von Texten andererseits. Im Mittelpunkt der Vorträge steht die Frage nach der Materialität von Texten im Spiegel der unterschiedlichen Medien ihrer Produktion und Rezeption. Anhand dieser Aspekte wird zu diskutieren sein, auf welche Weise theoretische Perspektiven und technische Innovationen den Begriff der Literatur sowie die Verfahren ihrer wissenschaftlichen Analyse affizieren und modifizieren.

Die Abendvorträge der Cologne Media Lectures finden jeweils Dienstagabend statt:

07.06. 18.30-20.00 Jörgen Schäfer

21.06. 18.30-20.00 Natalie Binczek

12.07. 18.30-20.00 James Mussell

14569.3801 **Gender and Transnational Studies**

2 SWS; Kolloquium; Max. Teilnehmer: 30

Mi. 12 - 13.30

B. Neumeier

This seminar is a forum for the discussion of new developments and trends in the field of gender and transnational studies and for the presentation and discussion of work in progress. Students with research projects in gender studies, particularly those working on a thesis, are welcome.

Please register for this seminar during my office hours.

14569.3802 Readings in Literature

2 SWS; Oberseminar; Max. Teilnehmer: 30

Di. 14 - 15.30, 901 Container C2, S214 (0.09)

B. Neumeier

This course doubles as research colloquium for PhD and Habilitation candidates and as "Oberseminar" for the new Master of Education program. Students in the M. Ed. wishing to attend this course in this program will have to apply through KLIPS 2.0. There is no strict schedule to the course, which is flexible enough to adjust to individual needs and to discussions as they develop.

14569.3803 Kolloquium Exams Preparation

2 SWS; Kolloquium; Max. Teilnehmer: 30

Mo. 14 - 15.30, 901 Container C2, S214 (0.09)

H. Antor

It is the purpose of this Kolloquium to provide a forum of discussion for all those preparing for their final written or oral exams or engaged in the process of writing a Staatsarbeit/BA/MA thesis. You will have the opportunity of presenting your special subject(s) and of explaining your approach to the topic of your thesis in order to negotiate your position and discuss it with the other participants. You will realize that presenting your own point of view and having to defend it in a group can teach you a lot and open up new perspectives that might be helpful for the final version of your thesis or in your written or oral exams. The Kolloquium therefore is a testing ground for your ideas as well as for your knowledge of your subject, and it will hopefully contribute to making you as fit as possible for your exams. The final list of topics discussed naturally depends on who will attend the seminar and will therefore have to be discussed in our first meeting.

Requirements: Regular attendance, active participation, further reading, oral presentation.

The first and last session will be a general Examensberatung open to everyone (including students who do not attend the Kolloquium).

14569.3804 Changing Signs: Australian Languages and Literatures

2 SWS; Kolloquium; Max. Teilnehmer: 30

Di. 16 - 17.30

B. Neumeier

This seminar explores the intersection between approaches to sign systems in literary studies and linguistics. It is designed in close cooperation with the seminar of Prof. Adone on the same topic to enable a number of collaborative meetings during the course of the semester.

Please register for this seminar during my office hours.

F A C H D I D A K T I K**14568.0002 Aktuelle Tendenzen in der Fremdsprachendidaktik: Medien - Chancen & Grenzen**

2 SWS; Seminar; Max. Teilnehmer: 20

Mo. 14 - 15.30, 315 COPT, Hörsaal H230

Mo. 30.5.2016 14 - 15.30, 105 Hörsaalgebäude, Hörsaal G

A. Willems

Spätestens seit Comenius sind Medien aus dem Fremdsprachenunterricht (FSU) nicht mehr weg zu denken: Zunächst war es das klassische Schulbuch, die Bildertafel an der Wand und auch schon seit beinahe einem Jahrhundert die Audio-Medien. Von der Weiterentwicklung der audio-visuellen Medien im digitalen Zeitalter, der Einführung des Web 2.0, der Zunahme der Verfügbarkeit digitaler Endgeräte etc. bleibt auch der FSU nicht unbeeinflusst: Einerseits publizieren Schulbuchverlage mehr und mehr digitale Zusatzangebote für den Klassenraum oder den Selbstlerner zu Hause und Schulen sowie Schülerinnen und Schüler sind technisch immer besser ausgestattet, andererseits muss sich Schule – und damit genau so der FSU – auf sich verändernde Lernsituationen einstellen, indem ein immer stärkerer Fokus auf Differenzierung und individuelle Förderung gelegt wird.

Im Seminar wollen wir versuchen, die Chancen, die uns die mediale Vielfalt zur effizienten Gestaltung des FSU bietet, zu beleuchten, aber auch einen kritischen Blick auf mögliche Problemstellen und die Grenzen der Möglichkeiten zu werfen. Nach einem kurzen Überblick über das Thema ‚Medien im FSU heute‘ werden wir uns in jeder Sitzung mit einer spezifischen Fragestellung, einem Medium oder einer Methode auseinander setzen. Neben den für die ersten Sitzungen vordefinierten Themen können gerne individuelle Interessen im Rahmen des Seminarthemas berücksichtigt werden.

Je nach Studiengang, Modulhandbuch oder Prüfungsordnung sind unterschiedliche Studienleistungen zu erbringen, die in der ersten Sitzung ausführlich vorgestellt und besprochen 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 Zieldiomen 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.

14568.0003 Grundlagen der Didaktik der modernen Fremdsprachen

2 SWS; Vorlesung; Max. Teilnehmer: 185

Mo. 16 - 17.30, 315 COPT, Hörsaal H230

Mo. 30.5.2016 16 - 17.30, 105 Hörsaalgebäude, Hörsaal D

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 Zieldiomen 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

14568.0002 Aktuelle Tendenzen in der Fremdsprachendidaktik: Medien - Chancen & Grenzen

2 SWS; Seminar; Max. Teilnehmer: 20

Mo. 14 - 15.30, 315 COPT, Hörsaal H230

Mo. 30.5.2016 14 - 15.30, 105 Hörsaalgebäude, Hörsaal G

A. Willems

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Vorbereitungsseminar für das Schul- / Fachpraktikum / Grundlagenseminar Fachdidaktik

14569.4101 **Vorbereitungsseminar zum Schulpraktikum_1/Grundlagenseminar Fachdidaktik_1**

2 SWS; Übung; Max. Teilnehmer: 32

Mo. 8 - 9.30, 103 Philosophikum, S 66

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.

14569.4102 **Vorbereitungsseminar zum Schulpraktikum_2/Grundlagenseminar Fachdidaktik_2**

2 SWS; Übung; Max. Teilnehmer: 40

Mi. 12 - 13.30, 103 Philosophikum, S 89

A. Acker

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.

14569.4103 **Vorbereitungsseminar zum Schulpraktikum_3/Grundlagenseminar Fachdidaktik_3**

2 SWS; Übung; Max. Teilnehmer: 40

Do. 12 - 13.30, 103 Philosophikum, S 89

V. Wloch

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.

- 14569.4104** **Vorbereitungsseminar zum Schulpraktikum_4/Grundlagenseminar Fachdidaktik_4**
 2 SWS; Übung; Max. Teilnehmer: 40
 Mi. 14 - 15.30, 103 Philosophikum, S 89 V. Wloch
 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.
 Der Kurs wird von Victor Wloch unterrichtet.
- o.Nr.** **Begleitseminar zum Praxissemester_1**
 3 SWS; Übung; Max. Teilnehmer: 20
 Di. 12 - 13.30 K. Kutzbach
 Nur für M.Ed. Unterrichtsfach Englisch - Anmeldung über KLIPS 2.0
 (Teilnehmergruppe = Profilgruppe des Vorbereitungsseminars des vorherigen Semesters)
 Raum und Nummer wird vom ZfL organisiert.
- o.Nr.** **Begleitseminar zum Praxissemester_2**
 2 SWS; Übung; Max. Teilnehmer: 20
 Mi. 10 - 11.30 A. Gutenberg
 Nur für M.Ed. Unterrichtsfach Englisch - Anmeldung über KLIPS 2.0
 (Teilnehmergruppe = Profilgruppe des Vorbereitungsseminars des vorherigen Semesters)
 Raum und Nummer wird vom ZfL organisiert.
- o.Nr.** **Begleitseminar zum Praxissemester_3**
 2 SWS; Übung; Max. Teilnehmer: 20
 Mi. 10 - 11.30 A. Acker
 Nur für M.Ed. Unterrichtsfach Englisch - Anmeldung über KLIPS 2.0
 (Teilnehmergruppe = Profilgruppe des Vorbereitungsseminars des vorherigen Semesters)
 Raum und Nummer wird vom ZfL organisiert.
- o.Nr.** **Vorbereitungsseminar zum Praxissemester_1**
 2 SWS; Übung; Max. Teilnehmer: 60
 Di. 14 - 15.30 A. Gutenberg
 Nur für M.Ed. Unterrichtsfach Englisch - Anmeldung über KLIPS 2.0
 Wird vom ZfL verwaltet. Raum wird vom ZfL organisiert.
- o.Nr.** **Vorbereitungsseminar zum Praxissemester_2**
 2 SWS; Übung; Max. Teilnehmer: 45
 Di. 8 - 9.30, 103 Philosophikum, S 89 K. Kutzbach
 Im ersten Teil dieser Veranstaltung erhalten die Studierenden zum einen einen Einblick in organisatorische Grundlagen und den institutionellen Rahmen des Praxissemesters. Einen ersten Themenbereich stellt der Theorie-Praxis-Bezug dar. Die zentralen Bereiche der Englischdidaktik werden auf der Basis der im Grundlagenseminar (BA-Phase) behandelten Inhalte vertieft und im

Hinblick auf die Anforderungen im Praxissemester in anwendungsbezogener Hinsicht konkretisiert. Dabei werden auch die curricularen Rahmenbedingungen und die strukturellen Besonderheiten der Schulformen Gymnasium und Gesamtschule mit berücksichtigt. Die Planung und Evaluation von Englischunterricht bildet einen weiteren Themenbereich, in dem die erworbenen Grundlagen aus der BA-Phase in der Anwendung systematisiert und reflektiert werden sollen. Abschließend werden allgemeine Prinzipien besprochen und an Beispielen diskutiert, die für die Planung und Organisation möglicher Studienprojekte wesentlich sind.

Diese Vorabüberlegungen werden im zweiten Teil des Seminars in der Profilgruppe individuell konkretisiert und sollen in Absprache mit der zugeteilten Schule auf ihre Durchführbarkeit hin evaluiert und im Bezug auf ihre Umsetzung im folgenden Praxissemester geplant werden. Das geplante Studienprojekt ist in einer Projektskizze darzustellen, aus der sich die Modulnote für BM1 ergibt.

Wird vom ZfL verwaltet. Nur für M.Ed. Unterrichtsfach Englisch - Anmeldung über KLIPS 2.0

N a c h b e r e i t u n g s s e m i n a r f ü r d a s S c h u l - / F a c h p r a k t i k u m

14569.4401 **Nachbereitungsseminar zum Praxissemester_1**

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 12 - 13.30, 103 Philosophikum, S 56

Nur für M.Ed. Unterrichtsfach Englisch - Anmeldung über KLIPS 2.0

K.Kutzbach

Das Seminar Nachbereitung Praxissemester schließt an das Praxissemester an und wird sich maßgeblich mit der nachbereitenden Diskussion/Besprechung von Inhalten aus dem Praxissemester befassen. Hierbei werden u.a. unterrichtspraktische Erfahrungen theoretisch und didaktisch weiter vertieft und vor dem Hintergrund aktueller Diskussionen eingeordnet. Zudem besteht die Möglichkeit, individuelle Desideratbereiche, die sich im Praxissemester ergeben haben, zu diskutieren und theoretisch und praktisch aufzubereiten.

Die Inhalte des Nachbereitungsseminars zum Praxissemester bilden - zusammen mit dem Seminar Sprach-, Literatur-, Mediendidaktik – die Grundlage für die kombinierte Modulabschlussprüfung des Schwerpunktmoduls 3 (MA Edu).

Kurs muss in KLIPS 2.0 eingetragen werden.

14569.4402 **Nachbereitungsseminar zum Praxissemester_2**

2 SWS; Übung; Max. Teilnehmer: 40

Di. 10 - 11.30, 103 Philosophikum, S 89

K.Kutzbach

Das Seminar Nachbereitung Praxissemester schließt an das Praxissemester an und wird sich maßgeblich mit der nachbereitenden Diskussion/Besprechung von Inhalten aus dem Praxissemester befassen. Hierbei werden u.a. unterrichtspraktische Erfahrungen theoretisch und didaktisch weiter vertieft und vor dem Hintergrund aktueller Diskussionen eingeordnet. Zudem besteht die Möglichkeit, individuelle Desideratbereiche, die sich im Praxissemester ergeben haben, zu diskutieren und theoretisch und praktisch aufzubereiten.

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Nur für M.Ed. Unterrichtsfach Englisch - Anmeldung über KLIPS 2.0

Kurs muss in KLIPS 2.0 eingetragen werden.

14569.4501 **Nachbereitungsseminar zum Schul-/ Fachpraktikum_1**

2 SWS; Übung; Max. Teilnehmer: 24

Di. 12 - 13.30, 103 Philosophikum, S 85

B.Abel

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. Da ein formales Lernziel des Kurses in der Einübung des wissenschaftlichen Diskurses besteht, ist Ihre aktive und regelmäßige Teilnahme unabdingbar.

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

14568.0002 **Aktuelle Tendenzen in der Fremdsprachendidaktik: Medien - Chancen & Grenzen**

2 SWS; Seminar; Max. Teilnehmer: 20

Mo. 14 - 15.30, 315 COPT, Hörsaal H230

Mo. 30.5.2016 14 - 15.30, 105 Hörsaalgebäude, Hörsaal G

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

14569.4201 **Wortschatzarbeit**

2 SWS; Übung; Max. Teilnehmer: 40

Mi. 10 - 11.30, 103 Philosophikum, S 89

V. Wloch

Fachdidaktische Beiträge zum Wortschatzerwerb im englischen Fremdsprachenunterricht beginnen oft mit Bemerkung, dass zum Erreichen von interkultureller Handlungsfähigkeit dem Sprecher das entsprechende Vokabular nicht fehlen dürfe. Ausgeführt wird, dass auf dem Wege dorthin die größten und sinngefährdendsten Verstöße nicht im Bereich der Grammatik sondern des Wortschatzes liegen, da er mit seinem dynamischen System aus über 540.000 Wörtern die quantitativ größte Lernlast des Englischunterrichts darstellt. So ist es auch wenig verwunderlich, dass sich Schüler im Unterrichtsalltag bei Verwendung von Vokabular oftmals unsicher zeigen, nicht in der Lage sind bereits eingeführte Worte wieder aufzurufen oder einen für ihre Jahrgangsstufe von lexikalischen „Lücken“ geprägten Wortschatz besitzen. Zudem können oder wollen Lernende vorgegebene Wortschatzmengen nicht adäquat bewältigen, woraus Unlust und Frust am Vokabellernen entstehen.

Dieses Seminar fragt daher nach geeigneten fachdidaktischen Prinzipien und methodischem Vorgehen, um dieses Defizit zu beheben und Lernleistung im Bereich der Wortschatzarbeit im englischsprachigen Fremdsprachenunterricht quantitativ und qualitativ zu optimieren.

Dieses Seminar richtet sich ausschließlich an Studierende des Unterrichtsfachs Englisch (UF Englisch) im Master. Es wird Kenntnis von grundlegenden fachdidaktischen und methodischen Theorien vorausgesetzt. Fehlen Sie unentschuldig in der ersten Sitzung, wird Ihr Seminarplatz möglicherweise an Kommilitonen vergeben.

Literatur wird zeitgerecht per ILIAS bereitgestellt. Vorablektüre oder Anschaffungen sind nicht notwendig.

14569.4202 **Literatur im Englischunterricht - Blockseminar! Bitte Termine im Kommentar beachten!**

2 SWS; Übung; Max. Teilnehmer: 40

Fr. 10 - 11.30

R. Heuser

Der Umgang mit Literatur nimmt im Englischunterricht einen zentralen Stellenwert ein. Methoden zum Umgang mit Texten werden in der Sekundarstufe II häufig als Grundlage vorausgesetzt und müssen daher in der Sekundarstufe I angebahnt werden. Ausgehend von einem erweiterten Textbegriff wird es in diesem Seminar darum gehen, literaturdidaktische Modelle und Methoden zu erarbeiten und diese vor unterrichtspraktischem Hintergrund im Rahmen von Simulationen zu erproben. Es werden unterschiedliche literarische „Texte“ im Englischunterricht der Sekundarstufe I und II vorgestellt und in ihrem unterrichtspraktischen Kontext betrachtet.

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

WICHTIG! Bitte beachten Sie folgende Termine, bei denen es sich um Blockveranstaltungen handelt:

Mi, 30.03.2016 (10-15 Uhr), Do, 31.03.2016 (10-15 Uhr), Di, 05.04.2016 (10-15 Uhr), Mi, 06.04.2016 (10-15 Uhr), Do, 07.04.2016 (10-13 Uhr).

Die Veranstaltung ist nur für Studierende des M.Ed. geöffnet. Die Belegung erfolgt über KLIPS 2.

14569.4204 **Modern media and technology in the language classroom (LA)**

2 SWS; Übung; Max. Teilnehmer: 40

Fr. 14 - 15.30, 106 Seminargebäude, S14

P. Brauweiler
A. Gutenberg

Today's teenagers are so-called digital natives meaning they rarely know a world without the Internet, smartphones, blogs and youtube. Why not use their knowledge and their passion in the language classroom and create highly motivating learning contexts that help to develop their language skills? This class aims at exploring different ways of integrating modern media such as blogs, youtube clips, smartphone apps, google drive/doc and others in the modern language classroom. We will look at best-practice examples of media use at school and create our own tasks. A syllabus and bibliography will be made available in the introductory session. Course evaluation will be based on active participation and an in-class presentation. You are required to bring fully charged laptops with Internet access to each class to work on projects and tasks. Students who do not show up in the first lesson without prior notice will be deleted from the list of participation.

Course taught by Patrick Brauweiler (LA)

14569.4205 **Kompetenzorientierter Englischunterricht (LA)**

2 SWS; Übung; Max. Teilnehmer: 40

Di. 8 - 9.30, 103 Philosophikum, S 67

Sa. 21.5.2016 9 - 16, 100 Hauptgebäude, Hörsaal VI

S. Gajewski

Kompetenzorientierter Englischunterricht in den Sekundarstufen I und II

Die neuen Kernlehrpläne für die Sek. I und II sind kompetenzorientiert ausgerichtet, d.h. sie legen fest, welche Kompetenzen die Schüler/innen zu einem bestimmten Zeitpunkt auf welchem Niveau erworben haben müssen. Die Übung widmet sich zuerst der Fassung des Begriffs der Kompetenzorientierung vor dem Hintergrund aktueller curriculärer Vorgaben und fachdidaktischer Diskussionen. Anschließend wird der Fokus auf den kommunikativen Kompetenzen, die die fünf Grundfertigkeiten (Leseverstehen, Hör-/Hörsehverstehen, Schreiben, Sprechen, Sprachmittlung) beinhalten, und der Verfügbarkeit sprachlicher Mittel (v.a. Grammatik, Wortschatz) liegen. Anhand dieser strukturellen Vorgaben erfolgt im Kurs eine exemplarische Erprobung (Planung, Durchführung, Evaluation) von Methoden und Inhalten kompetenzorientierten Unterrichtens verschiedener funktionaler kommunikativer Kompetenzen, wobei auch der Aspekt der Leistungsbewertung Berücksichtigung finden wird.

Von den Teilnehmer/innen wird eine kontinuierliche aktive Mitarbeit in der Übung sowie die Vorbereitung und Mitgestaltung der Sitzungen in Form von Unterrichtssimulationen und/oder Präsentationen erwartet.

Der Kurs wird dienstags von 8:00-9:30 in S231 (COPT-Gebäude) unterrichtet und beginnt am Dienstag, dem 19.04.16. Plätze von Studierenden, die an diesem Termin nicht anwesend sind, werden an Studierende auf der Warteliste vergeben. Das Seminar beinhaltet ein Blockseminar am Sa 21.05.2016 von 9-16 Uhr (statt 12.04., 03.05., 12.07., 19.07.)

14569.4208 **Entwicklung und Überprüfung von Sprechkompetenz im Englischunterricht (LA)**

2 SWS; Übung; Max. Teilnehmer: 40

Do. 16 - 17.30, 103 Philosophikum, S 56

R. Henseler

Sprechkompetenz entwickeln und überprüfen

Im Zentrum der fachdidaktischen Übung stehen folgende Themen:

- Entwicklung und Unterstützung mündlicher Kompetenzen im Englischunterricht der S I
- Aufbau methodischer Kompetenzen (u.a. Gesprächsstrategien, Feedback geben)
- Möglichkeiten der Diagnose und Überprüfung mündlicher Kompetenzen (im laufenden Unterricht)
- mündliche Prüfungen (als Ersatz einer schriftlichen Klassenarbeit) in Klasse 5-10
- Maßnahmen zur Individualisierung und Differenzierung

Guten Aufgaben 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 mündlicher Kompetenzen vorgestellt und praktisch erprobt.

Es finden zwei Kompaktsitzungen statt:

am Samstag, den 16.04.2016 von 9:00 bis 14.00 Uhr

am Samstag, den 07.05.2016 von 9:00 bis 14.00 Uhr

Quast
Aufgaben

Hallet, Wolfgang. 2011. Lernen fördern. Englisch. Kompetenzorientierter Unterricht in der Sekundarstufe I. Seelze: Klett Kallmeyer.

Müller-Hartmann, Andreas/Schocker, Marita/Pant, Hans Anand. 2013. Kompetenzentwicklung in der Sek.I. Lernaufgaben Englisch in der Praxis. Braunschweig: Diesterweg.

Mündliche Kompetenzen

Rogge, Michael. 2013. „Sagen können, was man zu sagen hat. Mündliche Kompetenz mit Sprechaufgaben fördern.“ Der fremdsprachliche Unterricht Englisch 46. H. 116. 2-7.

Taubenböck, Andrea. 2007. „Sprache kommt von Sprechen. Ein Plädoyer für mehr Mündlichkeit im Englischunterricht“. Der fremdsprachliche Unterricht Englisch 41. H. 90. 2-8.

Methoden

Grieser-Kindel, Christin/Henseler, Roswitha/Möller, Stefan. 2016. Method Guide 1 - Methoden für den Englischunterricht Klasse 5-13. Paderborn: Schöningh.

Grieser-Kindel, Christin/Henseler, Roswitha/Möller, Stefan. 2016. Method Guide 2 - Methoden für den Englischunterricht Klasse 5-13. Paderborn: Schöningh.

Mündliche Prüfungen

Lassen, Frauke. 2015. Talk to me! 9/10. Mündliche Prüfungen in der Sekundarstufe I. Hinführung – Durchführung – Bewertung – Rückmeldung. Paderborn: Schöningh.

WEITERE ÜBUNGEN

14569.1701

Business Communication Skills

2 SWS; Übung; Max. Teilnehmer: 30

Mo. 12 - 13.30, 103 Philosophikum, S 66

R. Anderson

This is an advanced EM module course for Lehramt students studying under the new regulations, and BA students who have successfully completed 'Basismodul 1'. It is aimed at those students particularly interested in practising and improving their English for business purposes. For example, it will examine topics of perennial business interest, practise meeting and negotiating skills, and develop the writing skills needed for emails and reports. The course credit will be based on a combination of oral presentation and written homework. Students MUST attend the first class to secure their place.

14569.5001

EWA / Tutorium - Schwerpunkt Literaturwissenschaft / A-Seminar

	2 SWS; Tutorium; Max. Teilnehmer: 20 Fr. 14 - 15.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor II	M. Klages-Kubitzki N.N.
14569.5002	EWA / Tutorium - Speaking and Writing in English_1 (Focus on Speaking) 2 SWS; Tutorium; Max. Teilnehmer: 20 Di. 16 - 17.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor II	N.N. M. Klages-Kubitzki
14569.5003	EWA / Tutorium - Speaking and Writing in English_2 (Focus on Speaking) 2 SWS; Tutorium; Max. Teilnehmer: 20 Mi. 16 - 17.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor I	N.N. M. Klages-Kubitzki
14569.5004	EWA / Tutorium - Schwerpunkt Sprachwissenschaft / A-Seminar 2 SWS; Tutorium; Max. Teilnehmer: 20 Mi. 16 - 17.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor IV	M. Klages-Kubitzki N.N.
14569.5005	EWA / Tutorium - Speaking and Writing in English_4 (Focus on Writing) 2 SWS; Tutorium; Max. Teilnehmer: 20 Di. 14 - 15.30, 106 Seminargebäude, S16	M. Klages-Kubitzki N.N.
14569.5006	EWA / Tutorium - Speaking and Writing in English_5 (Focus on Writing) 2 SWS; Tutorium; Max. Teilnehmer: 20 Mo. 16 - 17.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor II	M. Klages-Kubitzki N.N.
14569.5008	London Calling 2 SWS; Seminar; Max. Teilnehmer: 40 Di. 5.4.2016 10 - 15, 103 Philosophikum, S 56 Mi. 6.4.2016 10 - 15, 103 Philosophikum, S 56 Do. 7.4.2016 10 - 15, 103 Philosophikum, S 56 Fr. 8.4.2016 10 - 15, 103 Philosophikum, S 56	B. Abel E. Fritsch
	<p>This course will focus on the location and locution of London. Reading a variety of literary and non-literary texts relating to the city of London, we will analyse conceptions of metropolitan space and compare representations of the changing city. Particular attention will be paid to the meaning of space and language in constructing identity, memory and culture. To analyse language in more detail, we will study the distinguishing features of different accents heard and used in London, e.g. Queen's English, Estuary English, Multicultural London English and Cockney, and discuss their sociolinguistic implications. The role of selected sights, buildings, films, music styles, food etc. in the construction of a metropolitan cultural identity will be discussed. A detailed bibliography will be provided in the first session.</p> <p>Achtung Blockseminar! Termine: 16.3.16 (10-13, Vorbereitungssitzung), 5.4.16 (10-15), 6.4.16 (10-15), 7.4.16 (virtuell, Gruppenarbeit), 8.4.16 (10-14, Präsentationen), Raum S 56.</p> <p>Bitte beachten Sie, dass ein formales Lernziel des Kurses die Einübung des wissenschaftlichen Diskurses ist und deshalb sowie aus Gründen der Kursorganisation Ihre Anwesenheit an allen vier Plenums-Veranstaltungstagen (16.3., 5., 6., 8.4.) unerlässlich ist. Für Selbstlernphasen sowie für die Vorbereitung müssen Sie genügend Zeit einplanen, vor allem zwischen dem 16.3. und 5.4. Der Kurs kann nur in den Ergänzungsmodulen verbucht werden. Das Ablegen der Portfolioprüfung in diesen Modulen ist möglich.</p> <p>Termine: Vorbereitungssitzung: 16.03.2016, 10:00-13:00, S67 2. Sitzung: Di., 05.04.2016, 10:00-15:00, S56</p>	

- 3. Sitzung: Mi., 06.04.2016, 10:00-15:00, S56
- 4. Sitzung: Do., 07.04.2016, 10:00-15:00, S56
- 5. Sitzung: Fr., 08.04.2016, 10:00-15:00, S56

14569.5010**Conversation Course_1**

2 SWS; Übung; Max. Teilnehmer: 20

Di. 17.45 - 19.15, 103 Philosophikum, S 85

N.N.
T.Ford
T.Ford

This is a voluntary course 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.

Students must be studying English as one of their subjects to do this course.

14569.5011**Conversation Course_2**

2 SWS; Übung; Max. Teilnehmer: 20

Mi. 17.45 - 19.15, 103 Philosophikum, S 81

N.N.
T.Ford
T.Ford

This is a voluntary course 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.

Students must be studying English as one of their subjects to do this course.