

ENGLISCHES SEMINAR I

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

14569.6005 **EXCURSION - Culture in Context: Manchester**

2 SWS; Seminar; Max. Teilnehmer: 20
7.11.2016 - 10.11.2016, Block

S.Allan
S.Newman

From Media City to the National Football Museum, the Elizabeth Gaskell House or the Imperial War Museum North, this 4-day trip to the northern powerhouse of Manchester will give students the opportunity to experience Manchester's cultural, historical, literary, political, sporting and artistic heritage in a local, national and global context.

Students can use this excursion for the following courses:

KLIPS 1 – ALC, BM Übung or AM Übung KULTURWISSENSCHAFT for Ergänzungsmodule only.

KLIPS 2 – EIC, Seminar KULTURWISSENSCHAFT for Ergänzungsmodule only.

Cost: Around €150, excluding travel to Manchester. This includes ensuite accommodation in Manchester's trendy Northern Quarter (including continental breakfast and wifi), a city tour, various guided tours, and entrance to some of the city's cultural attractions.

A non-returnable deposit of €100 MUST be paid by 22 August 2016. A final instalment of €50 MUST be paid by 9 September 2016.

How to apply: Please submit a 500-word letter BY 29 JULY 2016 to Dr. Shona Allan (shona.allan@uni-koeln.de) and Dr. Sigrid Newman (sigrid.newman@uni-koeln.de), explaining your motivation for wanting to take part in the excursion.

Excursion: Monday 7.11.16 - Thursday 10.11.16.

14569.6006 **EXCURSION - Culture in Context: Dublin**

2 SWS; Seminar; Max. Teilnehmer: 20
5.12.2016 - 8.12.2016, Block

R.Anderson
D.Moroney
D.Moroney
S.Newman

From Dracula to James Joyce to The Country Girls, the Celts to the Vikings to the Normans, the Rising of 1916 to modern Dublin, Thin Lizzy to U2, ceol agus craic, this 4-day trip to the capital of Ireland will give students the opportunity to experience Dublin's cultural heritage in a local, national and global context.

Students can use this excursion for the following courses:

KLIPS 1.0 – ALC, Basismodul Uebung or Aufbaumodul Uebung KULTURWISSENSCHAFT for Ergaenzungsmodule only.

KLIPS 2.0 – EIC, Mittelseminar KULTURWISSENSCHAFT for Ergaenzungsmodule only.

Cost: Around €200, excluding travel to Dublin. This includes en-suite accommodation in Dublin's city centre (including continental breakfast and Wifi), a city tour, various guided tours, and entrance to some of the city's cultural and artistic attractions.

A non-returnable deposit of €100 MUST be paid by 31st, August, 2016. A final instalment of €100 MUST be paid by 15th, September, 2016.

How to apply: Please submit a 500-word letter by 1st, August, 2016 to David Moroney (dmoroney@uni-koeln.de) and Bob Anderson (mobbytoots@googlegmail.com), explaining your motivation for wanting to take part in the excursion.

This excursion is generously supported by funding from the University of Cologne's QVM.
Excursion: Monday 5.12.16 - Thursday 8.12.16.

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

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|-------------------|--|--------------|
| 14569.1101 | English in Use_Gruppe01 2 SWS; Übung; Max. Teilnehmer: 20 Mo. 8 - 9.30, 103 Philosophikum, S 55 Anmeldung über KLIPS 2.0 | S.Allan |
| 14569.1102 | English in Use_Gruppe02 2 SWS; Übung; Max. Teilnehmer: 20 Mo. 14 - 15.30, 103 Philosophikum, S 83 Anmeldung über KLIPS 2.0 | S.Allan |
| 14569.1103 | English in Use_Gruppe03 2 SWS; Übung; Max. Teilnehmer: 20 Di. 10 - 11.30, 103 Philosophikum, S 94 Anmeldung über KLIPS 2.0 takes place in Container C2, S212. | R.Anderson |
| 14569.1104 | English in Use_Gruppe04 2 SWS; Übung; Max. Teilnehmer: 20 Fr. 12 - 13.30, 103 Philosophikum, S 94 Anmeldung über KLIPS 2.0 | R.Anderson |
| 14569.1105 | English in Use_Gruppe05 2 SWS; Übung; Max. Teilnehmer: 20 Mi. 10 - 10.30, 103 Philosophikum, S 73 Anmeldung über KLIPS 2.0 | K.Maye-Saidi |
| 14569.1106 | English in Use_Gruppe06 2 SWS; Übung; Max. Teilnehmer: 20 Do. 10 - 11.30, 103 Philosophikum, S 83 Anmeldung über KLIPS 2.0 | K.Maye-Saidi |
| 14569.1107 | English in Use_Gruppe07 2 SWS; Übung; Max. Teilnehmer: 20 Di. 8 - 9.30, 103 Philosophikum, S 94 Anmeldung über KLIPS 2.0 | T.Ford |
| 14569.1108 | English in Use_Gruppe08 2 SWS; Übung; Max. Teilnehmer: 20 Fr. 10 - 11.30, 103 Philosophikum, S 94 Anmeldung über KLIPS 2.0 | T.Ford |
| 14569.1109 | English in Use_Gruppe09 2 SWS; Übung; Max. Teilnehmer: 20 17.2.2017 - 22.2.2017 9 - 17, 103 Philosophikum, S 54, Block Anmeldung über KLIPS 2.0 | E.Start |
| 14569.1110 | English in Use_Gruppe10 2 SWS; Übung; Max. Teilnehmer: 20 Mo. 12 - 13.30, 103 Philosophikum, S 57 Anmeldung über KLIPS 2.0 | D.Moroney |
| 14569.1111 | English in Use_Gruppe11 2 SWS; Übung; Max. Teilnehmer: 20 | |

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| | Mi. 12 - 13.30, 103 Philosophikum, S 85 Anmeldung über KLIPS 2.0 | D. Moroney |
| 14569.1112 | English in Use_Gruppe12 2 SWS; Übung; Max. Teilnehmer: 20 Mo. 10 - 11.30, 103 Philosophikum, S 84 Anmeldung über KLIPS 2.0 | S. Newman |
| 14569.1113 | English in Use_Gruppe13 2 SWS; Übung; Max. Teilnehmer: 20 Mo. 12 - 13.30, 103 Philosophikum, S 94 Anmeldung über KLIPS 2.0 | S. Newman |
| 14569.1114 | English in Use_Gruppe14 2 SWS; Übung; Max. Teilnehmer: 20 Fr. 12 - 13.30, 103 Philosophikum, S 90 Anmeldung über KLIPS 2.0 | E. Start |
| 14569.1115 | English in Use_Gruppe15 2 SWS; Übung; Max. Teilnehmer: 15 Mo. 10 - 11.30, 103 Philosophikum, S 90 Anmeldung über KLIPS 2.0 | K. Goularas |
| 14569.1116 | English in Use_Gruppe16 2 SWS; Übung; Max. Teilnehmer: 15 Di. 10 - 11.30, 911 Modulbau Weyertal, S223 Anmeldung über KLIPS 2.0 | K. Goularas |

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

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| 14569.1201 | Essay Writing I / Academic Writing I 2 SWS; Übung; Max. Teilnehmer: 90 Mo. 16 - 17.30, 103 Philosophikum, S 94 Di. 10 - 11.30, 103 Philosophikum, S 84 Di. 8 - 9.30, 103 Philosophikum, S 55 Mi. 12 - 13.30, 332 Alte Mensa, S 205 Do. 12 - 13.30, 103 Philosophikum, S 85 Do. 12 - 13.30, 332 Alte Mensa, S 202 Fr. 10 - 11.30, 103 Philosophikum, S 57 | R. Anderson T. Ford K. Goularas K. Maye-Saidi D. Moroney |
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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 but before WS 2015 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 Friday 14 October 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.

Group 3: New time & room! (Thu 12-13.30 in S202 Alte Mensa)

L i n g u i s t i c P r a c t i c e : G r a m m a r

14569.1301

Linguistic Practice: Grammar_1

2 SWS; Übung; Max. Teilnehmer: 140

Mi. 10 - 11.30, 103 Philosophikum, S 93, nicht am 19.10.2016 1st meeting on 26.10.2016

K. Lenz

bitte in S91 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. 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.

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 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: 140

Mo. 16 - 17.30, 103 Philosophikum, H 80

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.

14569.1303

Linguistic Practice: Grammar_3

2 SWS; Übung; Max. Teilnehmer: 140

Di. 14 - 15.30, 105 Hörsaalgebäude, Hörsaal D, nicht am 18.10.2016 first meeting 25.10.2016

K. Lenz

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

This compulsory language course should be taken in the first or second semester. You are expected to prepare for the course at home. Course materials have to be downloaded from ILIAS. Regular attendance is not obligatory but recommended, and if you attend classes you are expected to participate actively.

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.

14569.1304 Linguistic Practice: Grammar_4

2 SWS; Übung; Max. Teilnehmer: 140

Do. 12 - 13.30, 100 Hauptgebäude, Hörsaal XII

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.

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

Linguistic Practice: Phonetics and Phonology

14569.1401 Linguistic Practice: Phonetics and Phonology_1

2 SWS; Übung; Max. Teilnehmer: 140

Di. 10 - 11.30, 100 Hauptgebäude, Hörsaal XII

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 characterize 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: 140

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 characterize 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: 140

Mi. 16 - 17.30, 100 Hauptgebäude, Hörsaal XXI

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. 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.

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.

14569.1404 Linguistic Practice: Phonetics and Phonology_4

2 SWS; Übung; Max. Teilnehmer: 140

Do. 16 - 17.30, 100 Hauptgebäude, Hörsaal VI

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. 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.

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

A d v a n c e d L a n g u a g e C o u r s e**14569.1501 Advanced Language Course / English in Context**

2 SWS; Übung; Max. Teilnehmer: 240

Mo. 8 - 9.30, 106 Seminargebäude, S13

Mo. 10 - 11.30, 103 Philosophikum, S 58

Di. 8 - 9.30, 103 Philosophikum, S 83

Di. 12 - 13.30, 103 Philosophikum, S 57

Di. 14 - 15.30, 103 Philosophikum, S 90

Di. 16 - 17.30, 106 Seminargebäude, S25

Mi. 12 - 13.30, 103 Philosophikum, S 57

Fr. 8 - 9.30, 103 Philosophikum, S 83

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

S. Newman

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 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.

This 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 through addressing 'context' 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 these 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 texts; and demonstrate an understanding and awareness of the aforementioned contexts in order to get credit for the course.

Students MUST attend the first class and be on time to secure their place.

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 Friday 14 October 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.

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

14569.1001 Rhetorics in Practice

2 SWS; Übung; Max. Teilnehmer: 24

Mo. 10 - 11.30, 103 Philosophikum, S 83

R. Anderson

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 2015). All students should have successfully completed the introductory module BM 1 (including passing the end-of-module exam) BEFORE taking this course.

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 Friday 14 October 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.

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

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

14569.1601 Essay Writing II for B.A. / Academic Writing II

2 SWS; Übung; Max. Teilnehmer: 252

Mo. 10 - 11.30, 103 Philosophikum, S 57

Mo. 12 - 13.30, 332 Alte Mensa, S 205

Mo. 14 - 15.30, 103 Philosophikum, S 90

Mo. 12 - 13.30, 103 Philosophikum, S 68

Mo. 14 - 15.30, 103 Philosophikum, S 69

Di. 10 - 11.30, 103 Philosophikum, S 81

Di. 14 - 15, 332 Alte Mensa, S 205

Mi. 12 - 13.30, 103 Philosophikum, S 94
 Mi. 16 - 17.30, 103 Philosophikum, S 84
 Mi. 10 - 11.30, 332 Alte Mensa, S 205
 Do. 10 - 11.30, 332 Alte Mensa, S 205
 Do. 14 - 15.30, 103 Philosophikum, S 83
 Fr. 12 - 13.30, 103 Philosophikum, S 81
 Fr. 10 - 11.30, 103 Philosophikum, S 81

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

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 4 February 2017, 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 February exam) will take place on at 12.00 noon on MONDAY 27 March 2017.

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 Friday 14 October 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.

Robin Jenkins, Fergus Lamont.
 Jackie Kay, Trumpet.

Any editions. Both novels are also available electronically.

Please note that ALL students will be reading BOTH novels, and that BOTH novels should be read BY the beginning of the semester, as the first essay at the start of the semester will require students to focus on BOTH novels. Please ensure that you obtain copies of BOTH novels IN GOOD TIME.

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 Contexts of language acquisition

2 SWS; Vorlesung; Max. Teilnehmer: 400

Mi. 12 - 13.30, 105 Hörsaalgebäude, Hörsaal B

C. Bongartz

This class is a general introduction to language acquisition (SLA, FLA, bilingualism etc.) as a field of linguistic inquiry. Weekly sessions will focus on specific topics, such as SLA & Universal Grammar, age and SLA, stages of SLA, SLA and the classroom, bi- and multilingualism, and language contact. Special emphasis will be placed on problems of theory building and validation and the contexts of language acquisition. Basic knowledge of quantitative and qualitative research methods will be helpful in understanding the material.

****Please note: Appearance in the first session is mandatory!! Your spot will be given to someone else in case of a no-show****

250 Plätze freigehalten für die Vergabe in KLIPS 2.0

14569.2102 Selected Topics of Contact Linguistics

2 SWS; Vorlesung; Max. Teilnehmer: 300

Do. 10 - 11.30, 105 Hörsaalgebäude, Hörsaal C

D. Adone

What is language contact? How does it take place? What are the mechanisms involved? What are the consequences of language contact? What are contact-induced languages? Is language contact responsible for language endangerment and language death? To what extent can language contact account for language change? All these questions, with special focus on Australia, will be addressed in this lecture.

150 Plätze freigehalten für die Vergabe in KLIPS 2.0

14569.2103

Early Modern English

2 SWS; Vorlesung; Max. Teilnehmer: 200

Di. 10 - 11.30, 100 Hauptgebäude, Hörsaal VIII

T. Kohnen

This lecture has two aims. First, it will give a short general outline of the major periods in the history of the English language, with their most important social, cultural and linguistic developments. Secondly, it will present a more detailed description of the Early Modern English period. This period covers the time from the incipient standardisation of written English (in the middle of the 15th century) to the beginnings of its codification (in the early 18th century). Seen from today, Early Modern English strikes us as a period of great creative freedom, which has produced long and rambling texts as well as the most spectacular works of English literature. The lecture will not only deal with developments in the fields of phonology, morphology, syntax and lexicography, but also focus on topics of historical text linguistics and historical pragmatics.

100 Plätze freigehalten für die Vergabe in KLIPS 2.0

14659.0001

CCLS Lecture Series

2 SWS; Vorlesung; Max. Teilnehmer: 100

Mo. 18 - 19.30, 106 Seminargebäude, S21, ab 24.10.2016

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, apart from attending the lecture series, they provide the following "Studienleistungen":

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

Please note that there are special conditions for students in AM 1, 1-Fach-MA Linguistik. Please contact the organizers for further details.

15 Plätze freigehalten für die Vergabe in KLIPS 2.0

Einführungseminare Sprachwissenschaft Teil A

14569.2201

Introduction to Linguistics_1

2 SWS; Einführungseminar; Max. Teilnehmer: 50

Di. 10 - 11.30, 106 Seminargebäude, S24

V. Benninghoven

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.

47 Plätze freigehalten für die Vergabe in KLIPS 2.0

Course taught by N.N. (LS Kohnen)

14569.2202

Introduction to Linguistics_2

2 SWS; Einführungseminar; Max. Teilnehmer: 50

Mo. 12 - 13.30, 106 Seminargebäude, S12

K. Brandt

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 take an exam at the end of term.
47 Plätze freigehalten für die Vergabe in KLIPS 2.0

14569.2203 Introduction to Linguistics_3

2 SWS; Einführungsseminar; Max. Teilnehmer: 50

Mo. 10 - 11.30, 105 Hörsaalgebäude, Hörsaal F

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.

47 Plätze freigehalten für die Vergabe in KLIPS 2.0

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.

14569.2204 Introduction to Linguistics_4 (LA)

2 SWS; Einführungsseminar; Max. Teilnehmer: 50

Di. 12 - 13.30, 100 Hauptgebäude, Hörsaal XIb

K. Brandt

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 take an exam at the end of term.

47 Plätze freigehalten für die Vergabe in KLIPS 2.0

14569.2205 Introduction to Linguistics_5

2 SWS; Einführungsseminar; Max. Teilnehmer: 50

Mi. 10 - 11.30, 106 Seminargebäude, S16

M. Vida

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

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

****Please note: Appearance in the first session is mandatory!! Your spot will be given to someone else in case of a no-show****

47 Plätze freigehalten für die Vergabe in KLIPS 2.0

14569.2206 Introduction to Linguistics_6

2 SWS; Einführungsseminar; Max. Teilnehmer: 50

Mi. 12 - 13.30, 106 Seminargebäude, S16

M. Vida

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

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

****Please note: Appearance in the first session is mandatory!! Your spot will be given to someone else in case of a no-show****

47 Plätze freigehalten für die Vergabe in KLIPS 2.0

- 14569.2207 Introduction to Linguistics_7**
 2 SWS; Einführungsseminar; Max. Teilnehmer: 50
 Fr. 14 - 15.30, 103 Philosophikum, S 58 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, and semantics as levels of linguistic description and with the respective analytical tools and types of argumentation. We will also (briefly) look at the history of the English language and at variation in present-day English.
 Students are expected to complete weekly reading assignments in preparation for each class, to participate actively in group work and class discussions, and to complete a total of five written homework assignments (worksheets).
 47 Plätze freigehalten für die Vergabe in KLIPS 2.0

Einführungsseminare Sprachwissenschaft Teil B

- 14569.2301 The (English) Lexicon**
 2 SWS; Einführungsseminar; Max. Teilnehmer: 40
 Fr. 10 - 11.30, 911 Modulbau Weyertal, S223 K.Phillips
 The Lexicon plays a central role in the linguistic description of a language. It provides the input to the rule-systems which constitute the structure of the language, and it specifies all of the idiosyncratic properties which serve as conditions on the proper functioning of these rule-systems. Often referred to as "the linguist's rubbish bin", it is the traditional storehouse of everything that is irregular and unpredictable.
 In this course, we consider precisely what kinds of information require to be encoded in the Lexicon. With specific reference to English, a wide range of syntactic, morphological and phonological phenomena which appear to be lexically conditioned or in some way idiosyncratic will be examined. The more general theoretical consequences for the way in which the Lexicon interacts with the other components of the grammar will be a central point of focus.
 30 Plätze freigehalten für die Vergabe in KLIPS 2.0
- 14569.2302 Topics in English Grammar**
 2 SWS; Einführungsseminar; Max. Teilnehmer: 40
 Di. 10 - 11.30, 911 Modulbau Weyertal, S224 K.Phillips
 In this course, we examine in detail a range of construction-types and grammatical processes in English. We shall be concerned in particular to consider some of the problems which arise in the analysis and description of specific areas of the grammar and to look at alternative ways of dealing with them.
 30 Plätze freigehalten für die Vergabe in KLIPS 2.0
- 14569.2303 Genres in Early Modern English**
 2 SWS; Einführungsseminar; Max. Teilnehmer: 36
 Di. 12 - 13.30, 103 Philosophikum, S 76 J.Kaup
 Course taught by Judith Kaup (LS Kohnen)
 27 Plätze freigehalten für die Vergabe in KLIPS 2.0
- 14569.2304 Language and Culture**
 2 SWS; Einführungsseminar; Max. Teilnehmer: 40
 Fr. 9.12.2016 14 - 19, 100 Hauptgebäude, Hörsaal XVIIa
 Sa. 17.12.2016 11 - 16, 100 Hauptgebäude, Hörsaal XVIIa
 Sa. 14.1.2017 11 - 16, 100 Hauptgebäude, Hörsaal XVIIa
 Sa. 21.1.2017 11 - 16, 100 Hauptgebäude, Hörsaal XVIIa
 Sa. 28.1.2017 11 - 16, 100 Hauptgebäude, Hörsaal XVIIa M.Brück
 This course provides an introduction to the interaction between language and culture. We will take a look at historical developments and methodological issues in the field and discuss theoretical approaches such as Wierzbicka's Natural Semantic Metalanguage.
 Aspects of course administration will be addressed in the first session.
 x Plätze freigehalten in KLIPS 2.0 (PS-SP)
- 14569.2306 Syntax and Semantics of the English Verb**

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Do. 16 - 17.30, 106 Seminargebäude, S11

J. Gerner

The aim of the seminar is to provide students with a thorough understanding of the grammar and the meaning of the verb in English.

After revising some of the more fundamental concepts of grammatical analysis (clauses, word classes, phrase types, grammatical functions) we will look at the most important syntactic and semantic properties of verbs and verbal constructions in English. Topics to be discussed will therefore include: lexical verb classes and participant roles; auxiliary verbs; tense, aspect, modality, voice; non-finite verb forms; phrasal and prepositional verbs.

Students will be introduced to the use of corpora in grammatical description and analysis and will be expected to carry out a (small-scale) corpus-based investigation as part of their term paper project. 30 Plätze freigehalten für die Vergabe in KLIPS 2.0

Any of the following texts will provide useful preparatory reading:

- G. Leech (2004) *Meaning and the English Verb*. 3rd ed. London: Longman.
- Ch 6 of: K. Börjars & K. Burridge (2010) *Introducing English Grammar*. 2nd ed. London/New York: Routledge.
- Chs 2-3 of: R. Huddleston & G.K. Pullum (2005) *A Student's Introduction to English Grammar*. Cambridge: CUP.
- Chs 2-4 of: S. Greenbaum & R. Quirk (1990) *A Student's Grammar of the English Language*. London: Longman.

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

Colorless Green Ideas: the Syntax-Semantics Interface

2 SWS; Übung; Max. Teilnehmer: 40

Fr. 12 - 13.30, 106 Seminargebäude, S25

A. Gabel

The sentence "Colorless Green Ideas Sleep Furiously" was coined by Chomsky (1957) in order to show that even if a sentence is syntactically correct, it can be semantically incorrect. This has been adduced to show that syntax and semantics are autonomous areas of linguistics. Nevertheless, we find many linguistic phenomena that have an effect on both areas. The study of the syntax-semantics interface deals with such phenomena.

Details and a selected bibliography will be provided in the first session. If you do not attend the first session, your spot in this class will be given to somebody else.

Course Requirements:

BA 1.0:
3 CPs/LPs

- read course texts, prepare and revise the sessions
- one additional assignment (e.g. give a presentation)

If you need more CPs/LPs, please contact me in the first session

BA 2.0:
- prerequisites: successfully passed Seminar "Introduction to Linguistics"
- read course texts, prepare and revise the sessions
- one additional assignment (e.g. give a presentation)
- Modulabschlussprüfung:

- oral exam
- You are not able to write a term paper at the end of this class.

30 Plätze freigehalten für die Vergabe in KLIPS 2.0

14569.2402

Bilingualism

2 SWS; Übung; Max. Teilnehmer: 40

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

E. Knopp

This course will introduce you to notions of bilingualism. We will approach the topic both from psycholinguistic and sociolinguistic angles. In psycholinguistic terms, we will differentiate the concept as the acquisition of two first languages from the related concepts "monolingual first language acquisition" and "second language acquisition". In the second half of the course, we will

take on sociolinguistic perspectives by investigating bilingual speech communities and questions of education and language dominance in those bilingual communities.
30 Plätze freigehalten für die Vergabe in KLIPS 2.0

Students registered in the framework of studies administered in KLIPS 1.0 can obtain between 2-4 CPs in this class depending on the module that they want to register the CPs for. How exactly these CPs can be obtained will be discussed and confirmed in the first session of this class.

Bialystok, E. 2001. *Bilingualism in Development. Language, Literacy & Cognition*. Cambridge: CUP.

Bee Chin, N. & Wigglesworth, G. 2007. *Bilingualism: an advanced resource book*. Abingdon: Routledge.

Bhatia, T. K. & Ritchie, W. C. 2004. *The Handbook of Bilingualism*. Malden, MA: Blackwell.

de Houwer, A. 2009. *Bilingual First Language Acquisition*. Bristol: Multilingual Matters.

Romaine, S. 1991. *Bilingualism*. 2nd Ed. Malden, MA: Blackwell.

14569.2403 **The grammar of words**

2 SWS; Übung; Max. Teilnehmer: 40

Mi. 12 - 13.30, 911 Modulbau Weyertal, S223

C. Ringel

This course will have a look at the question how words are constructed and discuss what processes and characteristics are relevant for 'words' which on first sight pertain to syntax. We will discuss morphological processes such as derivation, inflection and compounding and have a look at how words behave in sentences and how potentially ambiguous complex words can be represented visually.

This course prepares for oral exams. In order to obtain CPs the students are required to take part in a project and present the results. Participation in the project presentation session is obligatory (details t.b.a.). A bibliography will be provided in the first session. Participation in the first session is mandatory in order to secure a spot in the class, even if a KLIPS spot has been assigned.

30 Plätze freigehalten für die Vergabe in KLIPS 2.0

14569.2404 **The Syntax of English**

2 SWS; Übung; Max. Teilnehmer: 40

Di. 10 - 11.30, 100 Hauptgebäude, Hörsaal VIIa

M. Vida

The course will provide an introduction to the field of English syntax.

We will investigate the structure of sentences based on the account proposed by Andrew Radford. Syntactic notions such as phrase structure, empty categories and movement will be explained and exemplified. Exercises and questions will be talked about in class.

Course readings are mandatory to be able to follow in class. Additional readings will be announced individually if necessary.

You will be expected to read the weekly reading assignment thoroughly – be prepared to answer questions in class! Please refrain from registering for this class if you are not willing to do the weekly reading assignments.

Requirements: weekly reading, active participation in class discussion, portfolio of exercises. Oral exams will be taken in the last week of the semester. No Hausarbeiten.

****Please note: Appearance in the first session is mandatory!! Your spot will be given to someone else in case of a no-show****

30 Plätze freigehalten für die Vergabe in KLIPS 2.0

14569.2405 **Introduction to Systemic-Functional Linguistics**

2 SWS; Übung; Max. Teilnehmer: 40

Fr. 12 - 13.30, 106 Seminargebäude, S11

J. Gerner

Systemic Functional Linguistics (SFL) is a functionally and socially oriented theory of language that was originally developed by the British linguist M.A.K. Halliday. Today SFL is one of the most fully developed and most influential functional approaches to language, especially in English linguistics.

Functional theories of language differ from formally oriented theories by assuming that the formal structures of language cannot be understood or explained independently of the functions they realize, i.e. independently of meaning. In SFL, meaning is taken in a wider sense than in many other approaches, encompassing not only ideational meaning (the expression of extra-linguistic reality), but also interpersonal meaning (the expression of speaker-hearer relationships) and textual

meaning (the expression of discourse coherence). Due to this additional focus on interpersonal and textual meanings, SFL is especially suited to the analysis of connected discourse.

The seminar will provide an introduction to the basic assumptions and the descriptive framework of SFL. Specifically, it will be shown how English clauses, sentences and texts are analysed in such a framework

30 Plätze freigehalten für die Vergabe in KLIPS 2.0

For an overview of SFL, I recommend visiting Mike O'Donnel's information website:

- <http://www.isfla.org/Systemics>

A very good introductory textbook is

- Geoff Thompson (2013) *Introducing Functional Grammar*. 3rd ed. Abingdon: Routledge.

14569.2406

Introduction to Sociolinguistics

2 SWS; Übung; Max. Teilnehmer: 40

Fr. 10 - 11.30, 103 Philosophikum, S 93

J. Gerner

The seminar provides an introduction to the field of sociolinguistics, i.e. to the study of language in relation to society. While our major focus will be on topics most central to the discipline, i.e. on the study of language variation in relation to such social factors as class, age, gender, ethnicity and context, some of the core themes in the sociology of language (e.g. language contact and societal multilingualism) will also be covered.

30 Plätze freigehalten für die Vergabe in KLIPS 2.0

Useful introductory textbooks include:

- M Meyerhoff (2011) *Introducing Sociolinguistics*. 2nd ed. London/New York: Routledge.
- S A Tagliamonte (2012) *Variationist Sociolinguistics: Change, Observation, Interpretation*. Oxford: Wiley-Blackwell.
- S F Kiesling (2011) *Linguistic Variation and Change*. Edinburgh: Edinburgh University Press.

14569.5005

EWA / Tutorium - Schwerpunkt Literaturwissenschaft / A-Seminar

2 SWS; Tutorium; Max. Teilnehmer: 20

Mi. 16 - 17.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor III

M. Klages-Kubitzki
N.N.

14569.5006

EWA / Tutorium - Schwerpunkt Sprachwissenschaft / A-Seminar

2 SWS; Tutorium; Max. Teilnehmer: 20

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

M. Klages-Kubitzki
N.N.

14569.5007

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 III

S. Ridge
M. Klages-Kubitzki

14569.5008

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

2 SWS; Tutorium; Max. Teilnehmer: 20

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

S. Ridge
M. Klages-Kubitzki

14569.5009

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

2 SWS; Tutorium; Max. Teilnehmer: 20

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

N.N.
M. Klages-Kubitzki

14569.5010

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

2 SWS; Tutorium; Max. Teilnehmer: 20

Mo. 14 - 15.30, 103 Philosophikum, 0.012

M.Klages-Kubitzki
N.N.**14569.5011 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 I

N.N.
M.Klages-Kubitzki**14569.5012 EWA / Tutorium - Speaking and Writing in English_6 (Focus on Writing)**

2 SWS; Tutorium; Max. Teilnehmer: 20

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

Di. 6.12.2016 12 - 13.30, 102 (Studierenden-Service-Center [SSC]), S 37

Please note that on 6th December this tutorial will take place at 12:00 in S37

N.N.
M.Klages-Kubitzki**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 Australian Studies: Language Endangerment and Documentation Pt. 2**

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Di. 10 - 11.30, 106 Seminargebäude, S16

D.Adone

Master of Ed. Plätze freigehalten: 4

This course is concerned with language endangerment in Australia, where we find a diverse linguistic landscape and many indigenous languages are endangered. We will briefly discuss the criteria used to assess the vitality of a language and the degree of endangerment but focus on the structural changes in endangered languages as a result of endangerment. We will also discuss several aspects of language documentation as one of the key responses to language endangerment against the background of People, Land and Language ownership triangulation. 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.

25 Plätze freigehalten für die Vergabe in KLIPS 2.0

14569.2602 Linguistic Diversity in the Pacific Islands Region Part I

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Di. 14 - 15.30, 106 Seminargebäude, S16

D.Adone

The Pacific Islands are home to Indigenous languages and cultures that are thousands of years old. The focus of this course is on Melanesia as one of the three oceanic areas of the Pacific Islands region.

While Melanesia displays the world's greatest linguistic diversity, most of the languages are poorly known. One goal of the course is to provide an overview on the classification of languages spoken in Melanesia. Another goal is to investigate the habitat of these languages, taking into account the nature of contact that began with colonization of the region. Finally, the course will provide students with some understanding of the morpho-syntactic profiles of some languages of the Solomon Islands concentrating on those languages found on Guadalcanal, Malaita and Rennell/Bellona.

Die Referatsthemen werden in der ersten Sitzung vergeben.

Topics for presentations will be distributed during the first session

25 Plätze freigehalten für die Vergabe in KLIPS 2.0

14569.2603 Research in Language Acquisition

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Mi. 17.45 - 19.15, 102 (Studierenden-Service-Center [SSC]), Sprachlabor IV

C.Bongartz

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

****Please note: Appearance in the first session is mandatory!! Your spot will be given to someone else in case of a no-show****
25 Plätze freigehalten für die Vergabe in KLIPS 2.0

14569.2604 **Early Modern English: Studies and exercises**

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Mi. 10 - 11.30, 105 Hörsaalgebäude, Hörsaal F

T. Kohnen

This seminar is closely linked to my lecture on Early Modern English. 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 "Early Modern English" wird dringend empfohlen. Wichtige Informationen zum Thema, die im Seminar nur kurz angesprochen oder vorausgesetzt werden, werden in der Vorlesung ausführlicher dargelegt.

25 Plätze freigehalten für die Vergabe in KLIPS 2.0

Manfred Görlach, Introduction to Early Modern English. Cambridge, 1991. – Mats Rydén et al. (eds.), A Reader in Early Modern English. Frankfurt, 1998. – Terttu Nevalainen, An Introduction to Early Modern English. Edinburgh, 2006.

14569.2605 **The language of Chaucer**

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Do. 10 - 11.30, 106 Seminargebäude, S26

T. Kohnen

This seminar will focus on Chaucer's Canterbury Tales. We will read and analyse excerpts in class. Here linguistic as well as literary topics will be discussed. The seminar will also cover the most important aspects of Middle English grammar and lexis.

25 Plätze freigehalten für die Vergabe in KLIPS 2.0

Larry D. Benson ed. The Riverside Chaucer. Boston 1987. – Helen Cooper, The Canterbury Tales. Oxford 1989. – Walter Sauer, Die Aussprache des Chaucer-Englischen. Heidelberg 1998.

14569.2606 **Syntax and Semantics**

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Do. 10 - 11.30, 100 Hauptgebäude, Hörsaal XVIIa

K. Phillips

The relationship between syntax and semantics has always been a controversial issue. On the one hand, certain aspects of meaning are clearly reflected in the way in which relations between words are encoded in grammatical form and, in transformational grammar, a great deal of evidence has accumulated which supports the existence of a specific level of representation which serves this purpose. On the other hand, a clear distinction must be drawn between categories of meaning and the formal categories of grammatical analysis. Furthermore, standard claims for the autonomy of syntax must be defended in view of the fact that meaning may, in some cases, be responsible for restrictions on the application of given syntactic processes.

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

25 Plätze freigehalten für die Vergabe in KLIPS 2.0

14569.2607 **Syntax**

2 SWS; Hauptseminar; Max. Teilnehmer: 40

Do. 14 - 15.30, 911 Modulbau Weyertal, S221

V. Struckmeier

This class will discuss issues in syntax, where syntax is construed as an integral part of a wider system of grammar: Syntactic structures underlie sentences and must be able to explain, among other things:

- How are "sentences" pronounced (word order? intonation?), and
- How are "sentences" interpreted (who does what to who, when, where and why?).

Also, syntactic research must pay attention to the fact that grammar is a cognitive phenomenon:

- How can syntax be acquired by children?

- Why can only human children acquire syntax, not baby chimpanzees or pet puppies?
- Why can only human children acquire syntax perfectly, and seemingly without effort (whereas adults can fail to learn second languages to a native-like degree)?

The basis for participation in this class, and for every kind of credit, is the willingness of participants to take part in either oral presentations or alternative form of in-class contributions. No credit will be awarded to students who make no contributions to the class in this sense.

20 Plätze freigehalten für die Vergabe in KLIPS 2.0

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

- 14569.2501 Language history and the classroom / Sprachgeschichte und Schule**
2 SWS; Übung; Max. Teilnehmer: 40
Do. 12 - 13.30, 106 Seminargebäude, S12 T. Rütten
- Why are spelling and pronunciation all mixed up in English? Why do we say "child" in the singular but "children" in the plural? Why must I use "do" in questions when it does not even mean anything? These and other questions often puzzle young learners of the English language.
- In this seminar we try to find meaningful answers to these and related issues. We investigate selected historical phenomena which have left their permanent mark on the English language and try to find useful ways of integrating our expert knowledge about them into the school curriculum to aid young learners' acquisition processes of English. This course is taught in collaboration with Prof. Jäger's course "Sprachgeschichte und Schule" (Institut für Deutsche Sprache und Literatur I) and attendance at the joined Workshop on 21 January is mandatory - details are provided in our first plenary meeting.
20 Plätze freigehalten für die Vergabe in KLIPS 2.0
- 14569.2502 Introduction to Middle English**
2 SWS; Übung; Max. Teilnehmer: 40
Mi. 8 - 9.30, 911 Modulbau Weyertal, S224 T. Rütten
- This course focuses on the English language as it was written, and presumably also spoken, between 1100 and 1500, i.e. in what is commonly called the Middle English period. We will discuss the orthography, phonology, morphosyntax and vocabulary of Middle English in light of the socio-historical and literary background of the time and also practise reading and translating Middle English texts.
- Students are expected to participate in class actively, which requires thorough preparation of the core texts each week.
20 Plätze freigehalten für die Vergabe in KLIPS 2.0
The required textbook is Burrow, J.A. & Thorlac Turville-Petre. 2004. A Book of Middle English (3rd ed.). Oxford: Blackwell.
- 14569.2503 Literacy in Language Acquisition**
2 SWS; Übung; Max. Teilnehmer: 40
Do. 14 - 15.30, 106 Seminargebäude, S24 C. Bongartz
- This class introduces students to linguistic perspectives on literacy and presents them with an opportunity to explore the process of language acquisition (first language acquisition, bilingual acquisition, second language acquisition). We will discuss linguistic development and the factors promoting it, highlighting the psycholinguistic similarities and differences involved in the various acquisitional settings. Class sessions will be divided into general discussion of assigned readings and a workshop section.
- ****Please note: Appearance in the first session is mandatory!! Your spot will be given to someone else in case of a no-show****
20 Plätze freigehalten für die Vergabe in KLIPS 2.0
- 14569.2505 History of Modern Linguistics**
2 SWS; Übung; Max. Teilnehmer: 40
Mi. 12 - 13.30, 911 Modulbau Weyertal, S222 M. Klages-Kubitzki
- The 20th century witnessed a number of radical changes in the study of language, most of which were induced by a novel view on language as a rule-governed system. A number of different and competing linguistic schools emerged and evolved as is evident from labels such as "structuralist", "generativist", "functionalist", "cognitivist", and many more. Departing from a brief overview of "the

state of the art" at the beginning of the 20th century, our course work will focus on the discussion and comparison of some of the most influential approaches to the study of language mainly from an Anglo-American perspective. Eastern European and non-Western schools may be addressed in the context of BA-presentations. The aim of this course is to provide an overview of recurring issues in linguistics over the past 110 years and of the central aims and methods of individual schools of linguistics, and to evaluate their impact on current linguistic research and thought. Two credit points will be awarded on the basis of "Studienleistungen" in the form of 5-7 sets of short written exercises (study questions) to be handed in during the final session. See "Studienordnungen/Modulpläne" for further credit point options.

20 Plätze freigehalten für die Vergabe in KLIPS 2.0

Basic reading:

Joseph, John E. Nigel Love and Talbot T. Taylor. 2001. Landmarks in Linguistic Thought II. The Western Tradition in the Twentieth Century. London and New York: Routledge.

Matthews, Peter. 2001. Structural Linguistics. Cambridge: Cambridge University Press.

14569.2506 Morphological Theory and Analysis_1

2 SWS; Übung; Max. Teilnehmer: 40

Di. 14 - 15.30, 911 Modulbau Weyertal, S224

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.

20 Plätze freigehalten für die Vergabe in KLIPS 2.0

14569.2507 Morphological Theory and Analysis_2

2 SWS; Übung; Max. Teilnehmer: 40

Fr. 14 - 15.30, 105 Hörsaalgebäude, Hörsaal G

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.

20 Plätze freigehalten für die Vergabe in KLIPS 2.0

14569.2508 Grammatical Change in Present-day English

2 SWS; Übung; Max. Teilnehmer: 40

Do. 12 - 13.30, 103 Philosophikum, S 58

J. Gerner

Although the grammar of a highly codified language like present-day Standard English is often perceived as relatively stable and resistant to change (in comparison to other areas of language like vocabulary), there is little reason to assume that grammatical change has stopped during the past half century. Of course we cannot expect any abrupt changes within the short span of just a few decades, but we can observe grammatical change in the form of particular grammatical constructions – or particular functions of these constructions – becoming more or less frequent in texts or becoming more or less acceptable to users of the language.

In this seminar we will look at various examples of ongoing grammatical change in contemporary English that are being discussed in the literature. Topics will include: the use of particular modal auxiliaries and the subjunctive, the progressive, the perfect, the get-passive, non-finite complements, but also phenomena like so-called singular they or the be like quotative.

20 Plätze freigehalten für die Vergabe in KLIPS 2.0

Any of the following texts will provide useful preparatory reading:

- Christian Mair & Geoffrey Leech (2006) "Current changes in English syntax." In: B. Aarts & A. McMahon (eds), *The Handbook of English Linguistics*. Malden, MA: Blackwell, pp. 318-42.
- Geoffrey Leech, Marianne Hundt, Christian Mair, & Nicholas Smith (2009). *Change in Contemporary English: a Grammatical Study*. Cambridge: Cambridge 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, 103 Philosophikum, S 68

M. Becker
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 Readings in Linguistics: Historical Pragmatics

2 SWS; Oberseminar; Max. Teilnehmer: 30

Do. 14 - 15.30, 103 Philosophikum, S 55

T. Kohnen

Dieses Kolloquium bietet ein Präsentations- und Diskussionsforum für fortgeschrittene Studierende und Examenkandidat(inn)en. Zwar werden prinzipiell alle „prüfungsrelevanten“ Themen der Linguistik besprochen. Themenschwerpunkte liegen jedoch in der historischen Linguistik, insbesondere der historischen Pragmatik.

15 Plätze freigehalten für die Vergabe in KLIPS 2.0

14569.2702 Linguistics and Language Learning: Focus on Morpho-Syntax

2 SWS; Kolloquium; Max. Teilnehmer: 40

Do. 16 - 17.30, 100 Hauptgebäude, Hörsaal VIIa

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.

****Please note: Appearance in the first session is mandatory!! Your spot will be given to someone else in case of a no-show****

20 Plätze freigehalten für die Vergabe in KLIPS 2.0

14569.2801 Postgraduate Reading Course (by invitation only)

2 SWS; Kolloquium; Max. Teilnehmer: 40

Do. 17.45 - 19.15, 103 Philosophikum, S 69

C. Bongartz

15 Plätze freigehalten für Belegung über KLIPS 2.0

14569.2802 Topics in Synchronic Linguistics

2 SWS; Kolloquium; Max. Teilnehmer: 34

Do. 12 - 13.30, 103 Philosophikum, S 69

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 winter 2016/ spring 2017 should attend this course! Die Referatsthemen werden in der ersten Sitzung vergeben.

Topics for presentations will be distributed during the first session.

20 Plätze freigehalten für die Vergabe in KLIPS 2.0

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 American Objects: An 'Objective' History of American Literature

2 SWS; Vorlesung; Max. Teilnehmer: 302

Mo. 12 - 13.30, 105 Hörsaalgebäude, Hörsaal C

H. Berressem

The lecture will provide a history of American literature - as well as other forms of cultural production such as film and photography - through the lense of objects that are considered to be specifically 'American,' such as Blue Jeans, the Winchester Rifle, Ray Ban sunglasses, the Harley Davidson motorcycle and the Coca-Cola bottle. The theoretical backdrops of the lecture are the various versions of 'Material Culture Studies,' which have defined much of recent literary theory.

151 Plätze freigehalten für Belegung über KLIPS 2.0

14569.3102 Madness and Gender in Shakespeare's Theatre and (Post)Modern Film

2 SWS; Vorlesung; Max. Teilnehmer: 302

Do. 12 - 13.30, 105 Hörsaalgebäude, Hörsaal C

B. Neumeier

In 2016, the 400th anniversary of Shakespeare's death, the world's greatest playwright is as topical as ever. Among the many ways to approach his work, the pervasive issue of 'madness' in its intersection with aspects of gender proves to be particularly apt for our time, as it raises questions about notions of individual identity, about social and cultural power structures, and fundamentally about ways of knowing.

This lecture course will examine cultural constructions of 'madness' and their gendered implications in Shakespeare's tragedies and comedies in conjunction with and contradistinction to their revisions in (post)modern cinema. What are the reasons for the preoccupation with this topic during the Early Modern period? What are the reasons for the continuing fascination with Shakespeare's plays, and with this particular topic in our own time? How do contemporary filmmakers re-vision notions of 'madness' and gender? The aim of this lecture course is to trace part of a history of 'madness' in the arts and to investigate its wider cultural implications in the context of contemporary theoretical approaches (Foucault, Felman, Gilman, Kristeva).

151 Plätze freigehalten für Belegung über KLIPS 2.0

Der Kurs schließt mit einer obligatorischen Klausur.

14569.3103 Postcolonial Alterities in Global Fictions in English

2 SWS; Vorlesung; Max. Teilnehmer: 302

Do. 14 - 15.30, 105 Hörsaalgebäude, Hörsaal C

H. Antor

The colonial and imperial history of Britain as well as the no less imperial influence of American power and the ever more palpable acceleration of multiple processes of globalization have produced a growing body of literature in English from around the world which critically engages with the postcolonial dimension of encounters with otherness or alterity. In this series of lectures we will discuss examples of this phenomenon from various anglophone regions (mainly Britain, the USA, Canada, Australia, the Caribbean, South-East Asia). Themes and topics dealt with will include multi-, inter- and transculturalism, indigeneity, postcolonialism, globalization, otherness and identity as well as hybridity, gender, race, ethnicity, and others. The following texts will be discussed in detail: William Shakespeare, Othello (1604), Frances Brooke, The History of Emily Montague (1769), Anna Brownell Jameson's Winter Studies and Summer Rambles in Canada (1838), Nick Joaquin's The Woman Who Had Two Navels (1961), K.S. Maniam, The Return (1981), Hanif Kureishi/Stephen Frears, Sammy and Rosie Get Laid (film, UK 1988), Amy Tan, The Joy-Luck Club (1989), Sam Watson's The Kadaitcha Sung (1990), Rudy Wiebe, A Discovery of Strangers (1994), Rudy Wiebe, Sweeter Than All the World (2001), V.S. Naipaul, Half a Life (2001), Guy Vanderhaeghe, The Last Crossing (2002), Andrew McGahan, The White Earth (2004).

151 Plätze freigehalten für Belegung über KLIPS 2.0

Einführungsseminare Literaturwissenschaft Teil A

14569.3201 Introduction to Literary Studies_1

2 SWS; Einführungsseminar; Max. Teilnehmer: 50

Di. 12 - 13.30, 106 Seminargebäude, S16

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).

47 Plätze freigehalten für die Vergabe in KLIPS 2.0

14569.3202 Introduction to Literary Studies_2 (Focus on American Studies)

2 SWS; Einführungsseminar; Max. Teilnehmer: 50

Di. 10 - 11.30, 106 Seminargebäude, S26

E. Vaja

This course introduces students to, 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 American sources, we aim to address the on-going construction of that which is referred to as "America"; we will, therefore, explore "America's" own literary "voice, mood, image and text", examine the reciprocity between nature and culture, and juxtapose the formation of a nation's literary canon with different countercultural movements.

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.

47 Plätze freigehalten für Belegung in KLIPS 2

Students are expected to purchase the following texts at the beginning of the semester:

Acker, Kathy. Blood and Guts.

Williams, Tennessee. The Glass Menagerie.

14569.3203 Introduction to Literary Studies_3

2 SWS; Einführungsseminar; Max. Teilnehmer: 50

Do. 12 - 13.30, 106 Seminargebäude, S26

E.Fritsch

This course will offer an introduction to basic terms, selected methods, theories and issues in the study of literature in English. The main focus will be on methods of literary criticism, genre and periods. We will analyze and discuss exemplary texts from major genres, ranging from poetry and narrative prose to drama. There will be a course final. Course Texts: selected poetry, various short stories, W. Shakespeare, Twelfth Night.

47 Plätze freigehalten für die Vergabe in KLIPS 2.0

14569.3204 Introduction to Literary Studies_4

2 SWS; Einführungsseminar; Max. Teilnehmer: 50

Mi. 10 - 11.30, 106 Seminargebäude, S26

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.

47 Plätze freigehalten für die Vergabe in KLIPS 2.0

14569.3205 Introduction to Literary Studies_5 (Focus on American Studies)

2 SWS; Einführungsseminar; Max. Teilnehmer: 50

Do. 10 - 11.30, 106 Seminargebäude, S16

S.Youssef

This course will give students an introduction to American Studies. Aside from learning critical literary terminology, students will also be introduced to American drama, theater, fiction and poetry. Course requirements include readings, written assignments, group work and a final written test.

47 Plätze freigehalten für die Vergabe in KLIPS 2.0

Please purchase the following:

Lorraine Hansberry A Raisin in the Sun

F. Scott Fitzgerald The Great Gatsby

suggested: James Cochrane The Penguin Book of American Short Stories

14569.3206 Introduction to Literary Studies_6

2 SWS; Einführungsseminar; Max. Teilnehmer: 50

Do. 8 - 9.30, 106 Seminargebäude, S26

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, Charles Dickens' A Christmas Carol 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.

47 Plätze freigehalten für die Vergabe in KLIPS 2.0

14569.3207 Introduction to Literary Studies_7 (LA)

2 SWS; Einführungsseminar; Max. Teilnehmer: 49

Do. 14 - 15.30, 100 Hauptgebäude, Hörsaal XVIIb

A.Schimmelpfennig

This course offers students an introduction to the study of literature, from poetry and narrative prose to drama. With a special focus on literary periods, genre theories and methods of analysis, we will discuss a variety of texts, such as Shakespeare's Hamlet, Lewis Carroll's Alice's Adventures in Wonderland and selected poems and short stories.

Please attend the first session to secure your seat.

46 Plätze freigehalten für die Belegung in KLIPS 2.0

14569.3208 Introduction to Literary Studies_8

2 SWS; Einführungsseminar; Max. Teilnehmer: 49

Mo. 12 - 13.30, 100 Hauptgebäude, Hörsaal XVIIb

N. Engelhardt

This course offers an introduction to key terms and methods of literary analysis and to theoretical approaches to the reading and analysis of poetry, drama, and narrative fiction. We will analyse and discuss texts from different genres and periods, including Robert Louis Stevenson's *Strange Case of Dr Jekyll and Mr Hyde* and William Shakespeare's *Othello*.
46 Plätze freigehalten für die Belegung in KLIPS 2.0

Course taught by Dr. Nina Engelhardt.

Einführungsseminare Literaturwissenschaft Teil B

14569.3301

Theatre and Human Rights

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Do. 12 - 13.30, 100 Hauptgebäude, Hörsaal XVIIb

S. Youssef

In his book *The Long Road to Freedom*, Nelson Mandela recalled how, when he and his compatriots were imprisoned on Robben Island, they would take turns playing different roles in certain plays, such as Julius Caesar, as a way of engendering a discussion about the role of government and the relationship of the government to the individual. This course will examine the impact of theatre as a public art form in areas of political and military conflict around the globe, both historically and during the last forty years. Assignments will foster creative thinking and discussion, connections to drama and education and explore the relationship between theatre and society. We will also analyze how world drama functions as both an aesthetic product and as a creative process, but more importantly how it has the potential to engage both audiences and production members in critical dialogue. By critically examining dramatic literature as a potential resource for drama education across the curriculum, we will investigate how it can potentially address issues of social justice and human rights.
30 Plätze freigehalten für die Belegung in KLIPS 2.0

14569.3302

Narratives of the Desert

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Mi. 10 - 11.30, 911 Modulbau Weyertal, S223

V. Herche

The desert is a symbolic zone perceived as a place of absences, a place that mirrors the worse dread of an interior void, of existential loneliness. Such bleak, empty and indeterminate landscapes offer a space in which protagonists are tested and emerge as transformed. The desert as a setting in literature and cinema has become in particular for post-colonial readings of place a representation of landscape as both mysteriously beautiful and threatening. A place where European notions of so-called 'civilisation' based on culture, law and order, logic, and people's mastery of the land they live in, fall apart in the face of an ancient land which is fundamentally alien.

This course explores fictional and non-fictional narratives from the 19th to 21st century, with a strong focus on cinematic representations, introducing theories of post-colonialism and ecocriticism, and debating aspects of identity, nation, social and historical structures, indigeneity and gender.

As a basis for our discussion we read novels by Michael Ondaatje and Frank Herbert, selected short stories, poems and use further examples from visual arts and film, including *Lawrence of Arabia*, *Mad Max*, and *Rabbit-Proof Fence*.

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

30 Plätze freigehalten für die Belegung in KLIPS 2.0

Novels:

The English Patient (Michael Ondaatje, 1992)

Dune (Frank Herbert, 1965)

Further reading materials will be made available in ILIAS.

14569.3303

The Art(s) of Rhythm

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Do. 12 - 13.30, 106 Seminargebäude, S24

R. Aczel

What is rhythm and how does it affect our lives? What does it mean to say that a painting has rhythm, or to speak of the rhythm of our days, bodies, thoughts? This course explores uses of rhythm both across the arts (from literature to cinema, from painting to music and dance) and in our everyday lives.

30 Plätze freigehalten für die Belegung in KLIPS 2.0

14569.3304 Writing One's Self: American Autobiographies

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Di. 14 - 15.30, 103 Philosophikum, S 91

B. Sonnenberg-
Schrank

Being a "self-made" man or woman is one of the great American myths – just as much as "individuality". Autobiographical writing to some extent is a form of self-making: a life story is turned into a coherent narrative, completely and undisguisedly subjective and its main focus lies on the role of the individual.

In this seminar, we will retrace the evolution and various forms of self-writing and analyze the function(s) of autobiographical writing. From Benjamin Franklin to Malcolm X, from slave narrative to diary, from to the "scandalous" (ghost-written) memoirs of celebrities, athletes, and fashion models to autobiographical writing in other media such as comics / graphic novels, and blogs. In addition to reading autobiographical texts, we will read theoretical texts about self, subjectivity, life-writing, authorship, and the production of one's self via self-writing.

30 Plätze freigehalten für die Belegung in KLIPS 2.0

14569.3305 Images in Thought - Ekphrasis in American Literature (LA)

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Mo. 17.45 - 19.15, 107b USB-Verwaltungstrakt (Eingang über Ker-
pener Str.), B IV

M. Göbel

Texts describing images both lack and produce images. Since the inception of a Greek technical term for this conundrum, ekphrasis has been a part of literature, as a rhetorical exercise in classical antiquity, as a trope in poetry, or as the general mode of modern art criticism. Whether in Nathaniel Hawthorne's *The Marble Faun* or in Don DeLillo's "Baader Meinhof", representations of images and artworks in literature render images of translating traditions and media into each other.

In this course we will use ekphrases as a focal point of understanding the general relations and differences between images and texts, such as the materiality of painting in comparison to the supposed immateriality of language. In order to explore the significance of images and artworks for literature (and vice versa), as well as the historical and technological changes of media involved, we will survey a wide variety of American texts from the 19th, 20th, and 21st Century.

Besides 1-2 novels, shorter texts for consideration are stories and prose excerpts (e.g. by Edgar Allan Poe, Henry James, John Dos Passos, Saul Bellow), poetry (e.g. by Emily Dickinson, William Carlos Williams, Wallace Stevens, Sylvia Plath), essays (e.g. by Ralph Waldo Emerson, Tom Wolfe, Siri Hustvedt), and mixed media books (see James Agee and Walker Evans' *Let Us Now Praise Famous Men*, as well as Leanne Shapton's *Important Artifacts for an Impression*).

Please buy the following texts:

DeLillo, Don. *Falling Man: A Novel*. New York: Scribner, 2008.Hustvedt, Siri. *The Blazing World*. London: Hodder & Stoughton, 2014.

30 Plätze freigehalten für die Belegung in KLIPS 2.0

LA LS Berressem

14569.3306 Asian(s) (in) Canadian Literature (LA)

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Fr. 14 - 15.30, 106 Seminargebäude, S16

A. Rau

Over the last two centuries, immigrants have come to Canada from East Asia, Southern Asia, Western and Southeast Asia, bringing to Canadian society a rich cultural heritage representing many languages, ethnicities and religious traditions. Asian-Canadian, as opposed to Chinese-Canadian, Japanese-Canadian, Korean-Canadian and so on, is a fairly recent term that tries to embrace all the people of this diverse and constantly growing community, which have contributed to every aspect of life in Canada. The course focuses on close readings of a cross-section of Canadian literary texts written in English - plays, poems, short stories, novels, etc. - that are concerned with Asian Canadians, their immigrant experiences and their everyday lives. Master-copies of the texts will be provided in a folder in the library. Requirements: regular attendance and active participation, a short oral presentation and a final term paper.

30 Plätze freigehalten für die Belegung in KLIPS 2.0

14569.3307 The Modernist British Novel (LA)

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Di. 17.45 - 19.15, 911 Modulbau Weyertal, S224

A. Ramneantu

Right from the onset, the twentieth century was marked by radical alterations in the artistic world with a number of artists and writers trying to reshape their representation of the world. Modernism as a term is a synthesis of rather divergent artistic circles that are to be situated roughly between 1910 and 1930. It is marked by a feeling of unrest and a deep scepticism towards the poetic modes of the nineteenth century. Modernist art is, in many instances, associated with disintegration and crisis because its very core is marked by experiment, formal complexity, and ellipsis. This sense of decay can be seen in the aesthetically challenging works of modernist novelists and poets who advocated a "literature of crisis and dislocation, desperately insisting on the power of art to give shape to a world that has lost all order and stability" (Parsons 2007).

This seminar will give an introduction to modernist theory through the analysis of the work of some of its most famous British representatives.

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

30 Plätze freigehalten für die Belegung in KLIPS 2.0

Please buy and read the following novels:

E.M. Forster. A Room with a View (1908)

J. Joyce. A Portrait of the Artist as a Young Man (1916)

D.H. Lawrence. Lady Chatterley's Lover (1928)

V. Woolf. Mrs. Dalloway (1925)

V. Woolf. Flush (1933)

14569.3309 Reading Margaret Atwood

2 SWS; Einführungsseminar; Max. Teilnehmer: 40

Mi. 12 - 13.30, 106 Seminargebäude, S22

P. Heidemeier

With her variety in literary forms, genres as well as topics, Margaret Atwood has established herself as a prominent figure among the contemporary writers of English fiction. Comprising novels, short stories, poems, non-fictional literature as well as comics, and a generic range that includes detective, dystopian (or utopian, in Atwood's own terms), feminist, postmodern, science/speculative and many other kinds of fiction, her multi-faceted oeuvre offers a huge variety of approaches and critical insights, some of which she supplies herself in the numerous theoretical contributions to contemporary and debated topics. By means of a feminist, postmodernist and posthumanist approach to some of her works – novels as well as short stories and poetry – this course offers an introduction to the theoretical backgrounds of these theories as well as to Atwood's writings, which are situated in their respective critical contexts and receptions. The novels have to be purchased, whereas short stories, poems and further reading will be made available via ILIAS.

Participants should have read at least Atwood's Surfacing for the first session!

30 Plätze freigehalten für die Belegung in KLIPS 2.0

Please buy the novels mentioned in the course description; the VUB will have the preferred editions in stock and you can attain second-hand versions for low prices on amazon, abebooks and booklooker!!!

- Atwood, Margaret (1972): Surfacing
- Atwood, Margaret (1996): Alias Grace
- Atwood, Margaret (2003): Oryx and Crake

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 Form and Meaning in Poetry

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 12 - 13.30, 106 Seminargebäude, S15

R. Aczel

Poetry is perhaps the most intense and focussed form of verbal expression that we have. This course explores what poetry can do and how it does it. We will consider a wide range of poetic forms (from the sonnet to the villanelle) drawing upon an equally wide range of historical examples (from the Renaissance to the present).

30 Plätze freigehalten für die Belegung in KLIPS 2.0

14569.3402 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/Oral Exam, answer questions on the theory, methodology and history of performance.

Der Kurs findet im Raum der Studiobühne (Hauptgebäude) statt.
23 Plätze freigehalten für die Belegung in KLIPS 2.0

14569.3403**Introduction to Genre**

2 SWS; Übung; Max. Teilnehmer: 40

Do. 10 - 11.30, 107b USB-Verwaltungstrakt (Eingang über Kerpen-
ner Str.), B I

J. Hoydis

What are "genres" of prose fiction? How does the conception of genre influence the composition, marketing, and reception of novels? This class looks at characteristics and functions of emerging novel genres, focusing on 19th-century British fiction. We will read classics of Gothic and science fiction, the novel of manners, and detective fiction such as Jane Austen's *Pride and Prejudice* (1813), Mary Shelley's *Frankenstein, or the Modern Prometheus* (1818), Arthur Conan Doyle's first published Sherlock Holmes-story *A Study in Scarlet* (1887), and H.G. Wells's *The Island of Dr Moreau* (1896). Offering an introduction to genre theory and 19th-century literature, topics of class discussion will include the boundaries between realism and speculative fiction, between art and politics, and the relations between science and literature. Students are asked to acquire copies of the four novels (all readily available in paperback editions or as ebooks). All other materials will be made available on ILIAS.

30 Plätze freigehalten für die Vergabe in KLIPS 2.0

14569.3404**Textual Analysis in Practice: Poetry**

2 SWS; Übung; Max. Teilnehmer: 40

Do. 12 - 13.30, 106 Seminargebäude, S11

A. Gutenberg

Sehr geehrte Studierende,

leider können die Veranstaltungen von Prof. Gutenberg krankheitsbedingt erst in der zweiten Semesterwoche beginnen.

Mit besten Grüßen,
das SIO-Team

This course is designed to give students ample opportunity for the practical analysis of poetry reaching from the English Renaissance to the present day. Thematic aspects will include: the poetics of sex and love across the ages, the portrayal of death and loss, urban vs. nature poetry, war poetry, ethnic poetry and metapoetry. The poems we will read and discuss in class stem from the British and American traditions and will be made available in a reader. Course evaluation will normally be based on a short oral presentation in class and an oral exam in the last week of term.
30 Plätze freigehalten für die Belegung in KLIPS 2.0

14569.3405**Reading Magic and the Supernatural**

2 SWS; Übung; Max. Teilnehmer: 40

Di. 8 - 9.30, 911 Modulbau Weyertal, S224

L. Schnitzler

Magic and the supernatural can be traced in many genres, from Shakespearean tragedies and comedies, to Gothic novels, and finally, to contemporary fantasy literature. This course analyses the presence and function of magic, the supernatural, and the fantastic in film and literature. Readings (&viewings) include Shakespeare's *A Midsummer Night's Dream* and *Hamlet*, Stoker's *Dracula*, Harris' *Dead Until Dark*, Carroll's *Alice's Adventures in Wonderland*, Tolkien's *The Hobbit*, Dickens' *A Christmas Carol*, Gaiman's *Coraline*, Grossman's *The Magicians* as well as Rowling's *Harry Potter and the Philosopher's Stone*.

30 Plätze freigehalten für die Belegung in KLIPS 2.0

14569.3406**Paranoia in American Literature and Film - Blockseminar**

2 SWS; Übung; Max. Teilnehmer: 40

Di. 25.10.2016 16 - 17.30, 107b USB-Verwaltungstrakt (Eingang
über Kerpen-Str.), B I

Fr. 16.12.2016 14 - 16, 103 Philosophikum, H 80

Fr. 16.12.2016 10 - 14, 100 Hauptgebäude, Hörsaal XXI

Sa. 17.12.2016 9 - 15, 103 Philosophikum, S 56

Fr. 20.1.2017 10 - 14, 100 Hauptgebäude, Hörsaal XXI

Fr. 20.1.2017 14 - 16, 103 Philosophikum, H 80

Sa. 21.1.2017 9 - 15, 103 Philosophikum, S 56

B. Sonnenberg-
Schrank

"Paranoia's the garlic in life's kitchen, right, you can never have too much"
- Thomas Pynchon, Bleeding Edge

Paranoia in everyday usage is commonly understood as being a crazy person or a conspiracy theory nut who suffers from the delusion that "they" are out to get her or him. But on a more basic level and derived from Greek para (against-) and nous (sense), it refers to a mode of knowledge: someone suspects that there might be an alternative narrative of the world hiding within the accepted 'common' sense, and that this accepted narrative is just a façade for the 'real' narrative. American culture is rich with examples of different forms of paranoia: Obviously, in politics, from the communist fear of the "Red Scare" to George W. Bush's post 9/11 "you're either with us or with the terrorists". But also in all fields of cultural production, from literature (e.g. Philip K. Dick, William S. Burroughs, Thomas Pynchon, Don DeLillo) to films (e.g. Alfred Hitchcock, Ridley Scott, David Lynch, Terry Gilliam) and TV shows.

In this seminar, we will read texts and watch movies that deal with paranoia (and sometimes schizophrenia) and while our focus will mainly be on American culture, we will also look at influential texts by Franz Kafka or Fyodor Dostoyevski and theoretical writings by Sigmund Freud, Jacques Lacan, Michel Foucault, Paul de Man and others.

It is obligatory to attend the info meeting on Oct. 25 2016 (16.00 in B I / Uni-Bibliothek) in order to participate in this course.

Dates:

- Di. 25.10.2016: B I (Bibliothek), von 16.00 (preliminary info meeting)
- Fr. 16.12.2016: XXI from 10-14 Uhr, H 80 from 14-16 Uhr
- Sa. 17.12.2016: S 56 from 9-15 Uhr
- Fr. 20.01.2017: XXI from 10-14 Uhr, H 80 from 14-16 Uhr- Sa. 21.01.2017: S 56 from 9-15 Uhr

30 Plätze freigehalten für die Belegung in KLIPS 2.0

Blockseminar

14569.3407**Writing and Controversy**

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 14 - 15.30, 103 Philosophikum, S 73

N. Engelhardt

In this course we will look at texts that sparked controversies between readers: we will examine discussions of satire in the eighteenth century and today, controversial texts on religion, race, and sex, and explore the explosive potential of politics of language and questions of readability and authenticity. The course has a focus on analysing literary strategies of creating and flaunting expectations, examining narrative and poetic uncertainty and tensions between content and form.

Shorter texts will be made available in a reader. Longer texts we will read include:

- Joseph Conrad: Heart of Darkness
 - Samuel Beckett: Waiting for Godot
 - Vladimir Nabokov: Lolita
- 30 Plätze freigehalten für die Belegung in KLIPS 2.0

Course taught by Dr. Nina Engelhardt.

14569.3408**Doppelgänger**

2 SWS; Übung; Max. Teilnehmer: 22

Di. 10 - 11.30, 102 (Studierenden-Service-Center [SSC]), Sprach-labor I

N. Engelhardt

Doppelgänger and doubles have a haunting presence in literary history. This course addresses theories and fiction about doppelgängers and the 'splitting' of an individual into self and 'other'. We

will examine the double as a site of questioning identity and the relations between individual and society, sexuality, and language. Next to issues of embodiment and consciousness, we will explore the 'doubling' of reality in literature and the role of imitation in art.

Shorter texts will be made available in a reader. Longer texts we will read include:

- James Hogg: The Private Memoirs and Confessions of a Justified Sinner
 - Robert Louis Stevenson: Strange Case of Dr Jekyll and Mr Hyde
 - Oscar Wilde: The Picture of Dorian Gray
 - Will Self: Dorian Gray: An Imitation
- 16 Plätze freigehalten für die Belegung in KLIPS 2.0

Course taught by Dr. Nina Engelhardt.

14569.3409

British Drama

2 SWS; Übung; Max. Teilnehmer: 40

Di. 12 - 13.30, 103 Philosophikum, S 73

Jolly Good Show? The British Public School in 20th Century British Drama

T. Ford

Few institutions exercise the same enduring fascination, both at home and abroad, as the British Public School. This fascination is at the same time both reflected, and perpetuated by, works for stage that are set in such institutions.

We shall read and examine both the plays and their social and cultural settings, reading sizeable portions of the plays aloud in class, and non infrequently performing excerpts as well. 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.

Any 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 before the start of lectures in October 2016.

30 Plätze freigehalten für die Belegung in KLIPS 2.0

To be read in this order. Recommended versions (though other versions and e-versions will also suffice):

1. Deegan, Denise. "Daisy Pulls it Off" (Samuel French, ISBN 978-0-573-11117-4)
2. Mitchell, Julian. "Another Country" (Amber Lane Press, ISBN 0-906399-31-9)
3. Rattigan, Terence. "The Browning Version" (Samuel French, ISBN 0-573-02025-6)

14569.5005

EWA / Tutorium - Schwerpunkt Literaturwissenschaft / A-Seminar

2 SWS; Tutorium; Max. Teilnehmer: 20

Mi. 16 - 17.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor III

M. Klages-Kubitzki
N.N.

14569.5007

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 III

S. Ridge
M. Klages-Kubitzki

14569.5008

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

2 SWS; Tutorium; Max. Teilnehmer: 20

- Do. 16 - 17.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor III S. Ridge
M. Klages-Kubitzki
- 14569.5009 EWA / Tutorium - Speaking and Writing in English_3 (Focus on Speaking)**
2 SWS; Tutorium; Max. Teilnehmer: 20
Mo. 10 - 11.30, 102 (Studierenden-Service-Center [SSC]), S 37 N.N.
M. Klages-Kubitzki
- 14569.5010 EWA / Tutorium - Speaking and Writing in English_4 (Focus on Writing)**
2 SWS; Tutorium; Max. Teilnehmer: 20
Mo. 14 - 15.30, 103 Philosophikum, 0.012 M. Klages-Kubitzki
N.N.
- 14569.5011 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 I N.N.
M. Klages-Kubitzki
- 14569.5012 EWA / Tutorium - Speaking and Writing in English_6 (Focus on Writing)**
2 SWS; Tutorium; Max. Teilnehmer: 20
Di. 14 - 15.30, 102 (Studierenden-Service-Center [SSC]), S 37
Di. 6.12.2016 12 - 13.30, 102 (Studierenden-Service-Center [SSC]), S 37 N.N.
M. Klages-Kubitzki
Please note that on 6th December this tutorial will take place at 12:00 in S37

Hauptseminar Literaturwissenschaft

- 14569.3601 British Detective Fiction**
2 SWS; Hauptseminar; Max. Teilnehmer: 50
Mo. 12 - 13.30, 105 Hörsaalgebäude, Hörsaal F H. Antor
In this seminar we will deal with the history of British detective fiction and some of its prime representatives from the 19th century to the present. The classic patterns of the conventional whodunnit in its various guises will be contrasted with more recent developments in postmodern detective fiction. This will be linked to issues of epistemology, literary anthropology, psychology, sociology, politics and religion. We will read the following texts: Wilkie Collins, *The Moonstone* (1868), Arthur Conan Doyle, *A Study in Scarlet* (1887), Agatha Christie, *The Murder of Roger Ackroyd* (1926); Peter Ackroyd, *Hawksmoor* (1985), Ann Cleeves, *Raven Black* (2006).
Requirements: Regular attendance, active participation, further reading, oral presentation, written homework.
25 Plätze freigehalten für Belegung über KLIPS 2.0
- 14569.3602 Irish Literary Classics in English**
2 SWS; Hauptseminar; Max. Teilnehmer: 50
Do. 12 - 13.30, 105 Hörsaalgebäude, Hörsaal F H. Antor
In this seminar we will look at some of the most famous texts from Ireland's rich literary history. We will pay special attention to the postcolonial dimension of these texts and analyze the way they engage with their specific historical contexts. Students are expected to have read the following texts by the beginning of term: Maria Edgeworth, *Castle Rackrent* (1800), George Moore, *A Drama in Muslin* (1886), William Butler Yeats and Lady Gregory, *Cathleen ni Houlihan* (1902), William Butler Yeats, "Easter, 1916" (1916), James Joyce, *Ulysses* (1922), Sebastian Barry, *A Long Long Way* (2005). Requirements: active and regular participation, oral presentation, written paper (schriftliche Hausarbeit).
25 Plätze freigehalten für Belegung über KLIPS 2.0
- 14569.3603 "Call me Melville"**
2 SWS; Hauptseminar; Max. Teilnehmer: 80
Mi. 12 - 13.30, 106 Seminargebäude, S21 H. Berressem

It is time again for some serious Melville, who is, uncontestedly, one of the most important American writers of the 19th century - perhaps of American literature in general. Melville's texts, such as Moby Dick, The Confidence Man or short stories such as "Bartleby, The Scrivener" are not only amazing works of art, they also allow to consider the 'state of America' in the 19th century. The course will not only consist of careful readings of a number of Melville's texts, but also of discussions of these texts in relation to a number of relevant theoretical concepts taken from literary studies and cultural studies, such as 'travel narrative,' 'contact zone,' 'globalization,' 'transcendentalism' and 'psychoanalysis.' Books and short stories we will read are: Moby-Dick; or, The Whale, Pierre: or, The Ambiguities, The Confidence-Man: His Masquerade, Billy Budd, Sailor (An Inside Narrative), "Bartleby, the Scrivener," "The Paradise of Bachelors" & "The Tartarus of Maids"

40 Plätze freigehalten für Belegung über KLIPS 2.0

14569.3604 "Why Series Suck:" "Seriality Studies" meet "Quality TV"

2 SWS; Hauptseminar; Max. Teilnehmer: 80

Di. 14 - 15.30, 106 Seminargebäude, S21

H. Berressem

I have wanted to do this course for some time now. In the last couple of years, a good part of American Studies has been concerned with the format of 'Quality TV Series,' such as "The Wire," "True Detective" or "The Walking Dead." This course will ask a number of critical questions concerning these series. In order to be able to ask these questions, we will first trace the larger field of 'Seriality Studies' and review various forms of serialization, such as mathematical serialization, the serialization of novels in the 19th century, Henry Ford's 'serialization' of the production of cars in the early 20th century, the concept of 'serial killers,' and seriality in American music, painting, comics, films, radio, 'non-quality' TV series, as well as the 'world-building' aesthetics of contemporary computer games. We will also consider the psychoanalytics of seriality - why series 'suck us in' - as well as the economy and the 'technology' of seriality. Ahh yes. Before I forget. We will also look closely at a number of 'Quality TV Series.'

40 Plätze freigehalten für die Belegung in KLIPS 2.0

14569.3605 Gender Matters: Re-Writing the Past

2 SWS; Hauptseminar; Max. Teilnehmer: 49

Di. 12 - 13.30, 100 Hauptgebäude, Hörsaal XVIIb

B. Neumeier

This seminar will explore the current interest in 're-writing the past' in different media. We will read canonized texts by 19th century writers ranging from Jane Austen and the Brontë sisters, to Mary Shelley, Sheridan Le Fanu and Bram Stoker alongside their contemporary re-visions in cinema and TV series including Wide Sargasso Sea and Pride and Prejudice, as well as Van Helsing and Penny Dreadful, or Possession.

25 Plätze freigehalten für Belegung über KLIPS 2.0

14569.3606 The Politics of Gender in Life-Writing: Authenticity and Persuasion in Political Autobiographies

2 SWS; Hauptseminar; Max. Teilnehmer: 49

Di. 14 - 15.30, 100 Hauptgebäude, Hörsaal XVIIb

B. Neumeier

Starting at the height of the current American presidential election campaign, this seminar will explore the importance of life-writing in contemporary politics. We will trace the culture-specific politics of gender in political autobiographies written in the US and in GB. We will set off with an analysis of the autobiographical texts of Hillary and Bill Clinton (Hillary Clinton, Living History and Hard Choices; Bill Clinton, My Life), followed by a re-evaluation of Barack Obama's writings (Dreams from my Father and The Audacity of Hope) in the context of recent American cultural politics.

By comparison, the autobiographies of Tony and Cherie Blair (Cherie Blair, Speaking for Myself; Tony Blair, A Journey: My Political Life), and of Maggie Thatcher (The Path to Power and The Downing Street Years) will be set in the context of a British tradition of political life writing. We will also include a number of biopics in the discussion.

25 Plätze freigehalten für Belegung über KLIPS 2.0

14569.3607 Body Theories and Literary Embodiments

2 SWS; Hauptseminar; Max. Teilnehmer: 49

Mo. 14 - 15.30, 100 Hauptgebäude, Hörsaal XVIIb

A. Gutenberg

Sehr geehrte Studierende,

leider können die Veranstaltungen von Prof. Gutenberg krankheitsbedingt erst in der zweiten Semesterwoche beginnen.

Mit besten Grüßen,

das SIO-Team

In this seminar, we will investigate how the human body has been theorised from the 18th century onward and look at the historical and cultural variability of its literary representations. Our scope will reach from gender differences, the changing significance of the senses to depictions of monstrous and abject bodies and bodily transformations. Apart from a range of theoretical texts, the basis for our discussions will mainly be short stories from various periods but some poems and three novels will also be included: Mary Shelley: *Frankenstein* (1818); David Garnett: *Lady into Fox* (1922); Jackie Kay: *Trumpet* (1998). Course evaluation will normally be based on participation in a group presentation in class and a term paper or an oral exam.
25 Plätze freigehalten für Belegung über KLIPS 2.0

14569.3608 **Human and Machine: Modernist Literature and Technology**

2 SWS; Hauptseminar; Max. Teilnehmer: 44

Mo. 10 - 11.30, 106 Seminargebäude, S23

N. Engelhardt

Changing relations between human and machine have profound implications for what it means to be human, as well as for the role and form of art. In this course we will examine these questions with a focus on modernist writing while going beyond high modernist texts to include wider developments in literature and technology. We will explore how new forms of communication, production, and transport alter human relationships between each other and to the material world. In our examination of ethical issues and effects of technology on art and aesthetics, we will draw on a number of philosophical and theoretical texts and read a selection of short stories, poems, and non-fiction, as well as the texts listed below. Based on these readings we will examine how literature engaged with technological change, and how it responded to the new powers, possibilities, and anxieties that modern science and technology brought about.

We will read the following texts:

- D. H. Lawrence: *The Rainbow*
- Evgeny Zamyatin: *We*
- Virginia Woolf: *Mrs Dalloway*
- Philip K. Dick: *Do Androids Dream of Electric Sheep?*

26 Plätze freigehalten für Belegung über KLIPS 2.0

Course taught by Dr. Nina Engelhardt.

14569.3609 **'Confederacy of Ruined Lives': Images, Musics, and Texts from the Deep South**

2 SWS; Hauptseminar; Max. Teilnehmer: 50

Di. 17.45 - 19.15, 103 Philosophikum, S 58

J. Greve

How do images, musics, and texts express the prejudices, racial tensions, and deeply ingrained disappointments of a community? How does a social and ecological milieu shape those cultural products; that is, how does it influence their time- and site-specific character? In what way do particular media practices evoke and represent social and political issues and how do historical events and periods make themselves felt in contemporary cultures? These and related questions will form the conceptual backbone of this seminar on Southern visual, auditory, and textual culture in the United States.

Considering photography, literature, music, and film from and about the Civil War period until the present, we will take account of the historical roots that have rendered possible the current increase in racism and violence in the U.S. in general, and in the Deep South in particular. Furthermore, we will analyze the regional character that inheres in Southern cultural production, and study the relation and non-relation to novel forms of writing, music, and film outside of its geographical and cultural borders. Yet, other than a purely cultural and historical analysis, we will connect 'Southern Studies' with 'Media Studies' in order to generate a counterpoint to the frequent delimitation of scholarly work on the South in terms of the latter's (ostensible) cultural backwardness and isolation. Thus, one of the primary goals of this seminar will be to facilitate a contact zone between a research field that characteristically deals with the interaction and specificity of different media, and one that typically examines the violent discord that separates individual lives in the Deep South.

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

- William Faulkner, *Absalom, Absalom!*
- Cormac McCarthy, *Child of God*
- Dave Eggers, *Zeitoun*

25 Plätze freigehalten für die Belegung in KLIPS 2.0

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)

- 14569.3501 18th Century Novel**
2 SWS; Übung; Max. Teilnehmer: 40
Do. 10 - 11.30, 103 Philosophikum, S 91 E.Fritsch
- The English novel is widely seen as originating in the eighteenth century, emerging in an interchange of literary practices, intellectual attitudes and social conditions. We will read and discuss major works of the period starting with Daniel Defoe's *Moll Flanders* (Penguin Classics, 1722). We will then continue with substantial excerpts from other narratives: Jonathan Swift's *Gulliver's Travels* (1726), Samuel Richardson's *Pamela* (1740), Henry Fielding's *Joseph Andrews* (1742), Laurence Sterne's *Tristram Shandy* (1759-67), Tobias Smollett's *Humphrey Clinker* (1771) and Frances Burney's *Evelina* (1777). We will also concern ourselves with the critical accounts of the origins of the English novel, particularly Ian Watt (*The Rise of the Novel*, 1957) and his critics. Creditation depending on course of study.
20 Plätze freigehalten für KLIPS 2.0
- 14569.3502 "Give Me Liberty, or Give Me Death" - Violence in American Literature**
2 SWS; Übung; Max. Teilnehmer: 40
Di. 17.45 - 19.15, 103 Philosophikum, S 56 M.Eis
- Even if, during the course of this seminar, we might come to question whether there is an American relationship with violence that is exceptional, violence does emerge as a trope that allows us to develop instructive readings of American literary history. There is the violence that the founding and expansion of the United States is build on; there are wars and structural violence at home and abroad; there is sexualized violence and violence against people who do not conform to gender, sexual, or racial norms; there is slavery and the aftermath of the Holocaust.
- Please read these four (graphic) novels before the beginning of the semester, as there will be additional reading materials every week during the semester:
- William Faulkner, *Light in August*
William Burroughs, *Naked Lunch*
Toni Morrison, *Beloved*
Art Spiegelman, *Maus*
20 Plätze freigehalten für KLIPS 2.0
- 14569.3503 Great Fictions - Rewritten**
2 SWS; Übung; Max. Teilnehmer: 40
Mo. 14 - 15.30, 100 Hauptgebäude, Hörsaal V J.Hoydis
- Texts like Daniel Defoe's *Robinson Crusoe* have acquired almost mythological status over the last three centuries and have seen countless adaptations in fiction, film, and other art forms. What motivates rewritings? In what ways do they mediate the 'original' text and its cultural history or challenge its authority? In this class we will address these questions focusing on the following novels: Defoe's *Robinson Crusoe* (1719), J.M. Coetzee's *Foe* (1986), Emily Bronte's *Wuthering Heights* (1847), Caryl Phillips *The Lost Child* (2015), and Margaret Atwood's *Penelopiad* (2005). Our examples of re-writings derive imaginative impetus from questions such as: What was Penelope was really up to in all those years waiting for Odysseus? What would Bronte's Heathcliff look like in today's society? And what if a female castaway landed on Crusoe's island and told us her story? Accordingly, we will approach the texts from the critical angles offered by gender and postcolonial studies and also look at concepts such as myth, parody, intertextuality, adaptation, and alternative history. Students are asked to acquire copies of the novels. All other materials will be made available on ILIAS.
20 Plätze freigehalten für die Belegung in KLIPS 2.0
- 14569.3504 Border Crossings - Irish Literature**
2 SWS; Übung; Max. Teilnehmer: 24
Mo. 16 - 17.30, 103 Philosophikum, S 85 S.Newman
- Some would argue that despite the peace process which began in 1998, the most divisive border in Ireland is not the one that divides North from South, but one that is intangible. It is now not so much the physical border which is being contested, but rather the past itself. This course will examine the representation of psychological, cultural and social borders in the context of Irish and Anglo-Irish twentieth century fiction, film and poetry.
- KLIPS 1 students can receive either 2, 3, or 4 Credit Points for this course.
- 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). This list will be available from October 14th 2016

12 Plätze freigehalten für KLIPS 2.0
 Sebastian Barry, *A Long, Long Way*, Faber and Faber, 2006

Colm Toibin, *The Heather Blazing*, Picador, 2011

Jennifer Johnston, *Shadows on our Skin*, Headline, 2002

Stuart Neville, *The Twelve*, Vintage, 2010

14569.3505 A United Kingdom of Poetic Voices?: Clarke, Dharker, Duffy and Kay

2 SWS; Übung; Max. Teilnehmer: 30

Mi. 16 - 17.30, 103 Philosophikum, S 73

S. Allan

'the mad particles dance / stanza by stanza / the poem is becoming more miraculous / more clear?' (Liz Lochhead, 'The People's Poet: for Edwin Morgan'). Poetry can speak in many voices, in many ways, about many things. This course will explore how several contemporary UK poets use these different (or not so different) voices to make 'the mad particles dance / stanza by stanza', often in a way which evokes a very strong and distinctive sense of time, place, identity and (sometimes) nation. No matter how this particularity manifests itself in these anthologies, it is clear that many of these poems succeed in also moving beyond the synchronic into a far more timeless, diachronic dimension.

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 Friday 14 October 2016.

15 Plätze freigehalten für KLIPS 2.0

Gillian Clarke, *A Recipe for Water*. Manchester: Carcanet, 2009.

Imtiaz Dharker, *Over the Moon*. Tarsset: Bloodaxe Books, 2014.

Carol Ann Duffy, *The Bees*. London: Picador, 2012.

Jackie Kay, *Darling: New & Selected Poems*. Tarsset: Bloodaxe Books, 2007.

Feel free to buy the electronic editions of these anthologies if you prefer.

14569.3506 American Historiographic Metafiction

2 SWS; Übung; Max. Teilnehmer: 40

Di. 12 - 13.30, 106 Seminargebäude, S24

N. Engelhardt

What is American history? How do we know the past, write it, and construct it? In this course we will examine these questions with a focus on the concept of historiographic metafiction, defined by the literary theorist Linda Hutcheon. We will examine continuities and discontinuities with the genre of the historical novel and discuss overlaps between history and fiction. In our exploration of changing ideas about knowledge and truth, we will set developments in historiography and literature in the context of science and questions such as "how do we know nature, write, and construct it?"

We will read the following texts:

- James Fenimore Cooper: *The Pioneers*

- E. L. Doctorow: *Ragtime*

- Bobbie Ann Mason: *In Country*

- Jeffrey Eugenides: *Virgin Suicides*

- Thomas Pynchon: *Mason & Dixon*.

20 Plätze freigehalten für die Belegung in KLIPS 2.0

Course taught by Dr. Nina Engelhardt

14569.3507 Exkursion: The London Stage

2 SWS; Übung; Max. Teilnehmer: 20

21.11.2016 - 3.12.2016, Block+SaSo

B. Neumeier

The London Stage, 14.-19. November 2016

During a one-week stay in London students will have the opportunity to see and discuss several current productions of the London theatre scene. Venues include the Globe Theatre and the National Theater. Among others, further activities are a tour of the Victoria & Albert Museum as well as a workshop at the Royal Academy of Dramatic Art (RADA).

Costs Approx. € 400,- excluding travel to London. These fees include accomodation (incl. breakfast), all shows and workshops.

Payment #1 of € 250 by July 21, 2016

Final Payment of € 150 must be transferred by August 26, 2016

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 July 14 to Sarah Youssef: sarah.youssef@uni-koeln.de

- Blockseminar
 - Two to three extra meetings will be scheduled. Dates will be announced.
- all relevant texts will be uploaded in due time

14569.3508 **Exkursion: New York, New York**

2 SWS; Übung; Max. Teilnehmer: 16

k.A.

New York, New York, 20.-26. February 2017

B. Neumeier

A one-week tour of exploring New York's role as a political, social and cultural center, and discovering a truly vibrant and multicultural city. Designed for students interested in New York's theatrical and artistic landscape - in theory and practice!

Travel to New York will be booked by Sarah Youssef. Participants will all fly out together. Students wishing to depart earlier will have to book their flights on an individual base (please contact Sarah Youssef if you wish to book your flight sepeately). Students will be given the chance to consider a later return flight.

Accommodation 6 nights in a hotel in Manhattan in triple or quadruple rooms; travel to/from the hotel to airport are included in the fee.

Programme (Exact schedule will be announced by November 2016)

- 4 theater shows (incl. a musical, Broadway and off-Broadway shows)
- Daily guided tours through the five boroughs (incl. visits to The New York Public Library, MoMa, Ground Zero Memorial etc.)
- Theater workshop or lecture
- Full Island Sightseeing Cruise, Top of the Rock

Cost approximately € 1500,- (includes travel, transfer, accommodation and a tentative calculation of fees for shows, other cultural activities, as well as a 7-day unlimited Metro Pass to travel in New York City).

Payment #1 of € 400 by July 21, 2016

Payment #2 of € 450 by August 19, 2016

Final Payment will be due by September 23, 2016 (amount will be announced)

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 July 11 to Sarah Youssef: sarah.youssef@uni-koeln.de

- Blockseminar.
 - Students must be 21 by the time of travel.
 - Two to three extra meetings will be scheduled. Dates will be announced.
- all relevant texts will be uploaded in due time

14569.3509 **Life, Love, Lust. Visions of Gender, Race, and Sexuality in Contemporary Speculative Fiction**

2 SWS; Übung; Max. Teilnehmer: 40

Mi. 16 - 17.30, 225 HF-Klosterstraße, Seminarraum S 176

D. Wiese

Since the late 1960s, feminist, queer, and Afro-American writers like Margaret Atwood, Octavia Butler, or Samuel Delaney have challenged patterns of domination in the rocket-propelled worlds of

speculative or "science" fiction. By developing alternative visions on (re-)production and corporeality, on ideology and belief-systems, they used their imagination to criticize and counter writing traditions and social conditions that determine understandings of gender, race, and sexuality. Developing alternative worlds thereby becomes a tool to expose the historical conditions that lead to the subordination or exploitation of sexualized, gendered, and racialized subjects, or to explore alternate ideas on life, love, lust.

In this course, we want to trace the development of feminist, queer, and Afro-American speculative fiction since the late 1960s. We will pay particular attention to ground-breaking works of the above-named Margaret Atwood, Octavia Butler, and Samuel Delaney, and delve into contemporary speculative fictions of such diverse writers as Nalo Hopkinson, N. K. Jemesin, and Nnedi Okorafor. Indigenous authors like Stephen Graham Jones and Blake M. Hausman will keep us company. We will read a variety of different formats – from poetry to short stories to (extracts of) novels –, and develop a critical vocabulary apt to capture the chosen authors' stylistic and narratological inventions and critical interventions into settler colonialist ideas and hegemonic understandings of gender, race, and sexuality.

Studienleistungen: Students are expected to always read the course material carefully and to participate in classroom discussions. Furthermore, students are expected:

- to prepare 1 response to a course presentation;
- to deliver 1 short pitch (max. 5 min) that critically examines either the primary or the secondary reading material of this course;
- and to develop 2 times discussion questions for 2 different sessions.

Additionally, there will be close-reading exercises.

Prüfungen: Since it is expected that students from different majors and minors visit this course, we will clarify oral and written examinations during the first session.

This course is open for and explicitly welcomes GeStiK students, and will be conducted in English.

Course taught by Dr. Dorothee Wiese. (Raum in Klosterstrasse)

Open for GeStiK-Students

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

- 14569.3701 Forschungskolloquium Amerikanistik/Oberseminar "Readings in Literature"**
2 SWS; Kolloquium; Max. Teilnehmer: 30
Di. 17.45 - 19.15, 103 Philosophikum, S 55 H. Berressem
Master of Ed. Plätze freigehalten: 10
In this seminar, graduate and post-graduate students present recent work related to their Staatsexamensarbeit, Magisterarbeit, Dissertation, or Habilitation, which is then discussed. In case there are no presentations, we will discuss recent developments in literary-, cultural- and media theory related to the individual projects. There is no strict schedule to the course, which is flexible enough to adjust to individual needs and to discussions as they develop. Generally, you should be at least in the second half of your 'Hauptstudium' to enrol for this course (please come to my office hour or write me an email to enrol). Requirements are active participation in the discussions and an interest in theory. The course is open to students of the Medienstudiengang.
15 Plätze freigehalten für die Belegung in KLIPS 2.0
- 14569.3702 Oberseminar/Forschungskolloquium**
2 SWS; Kolloquium; Max. Teilnehmer: 20
Mo. 16 - 17.30, 103 Philosophikum, S 75 H. Antor
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.
10 Plätze freigehalten für Belegung über KLIPS 2.0
- 14569.3801 Prüfungskolloquium Amerikanistik**
2 SWS; Kolloquium; Max. Teilnehmer: 24
Mo. 14 - 15.30, 103 Philosophikum, S 85 H. Berressem
Bitte kein Raum im UB Gebäude. Danke.
12 Plätze freigehalten für die Belegung in KLIPS 2.0

14569.3802**Exams Preparation**

2 SWS; Kolloquium; Max. Teilnehmer: 16

Mo. 14 - 15.30, 103 Philosophikum, S 68

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).

6 Plätze freigehalten für die Belegung in KLIPS 2.0

14569.3803**Examenskolloquium**

2 SWS; Kolloquium; Max. Teilnehmer: 24

Do. 14 - 15.30, 103 Philosophikum, S 85

B. Neumeier

This course provides a forum for students to present their topics of research for their final written and oral examinations.

12 Plätze freigehalten für die Belegung in KLIPS 2.0

F A C H D I D A K T I K**14568.0004****Aktuelle Tendenzen in der Fremdsprachendidaktik: der/die besondere Schüler*in – Inklusion, Integration oder?**

2 SWS; Seminar; Max. Teilnehmer: 20

Mo. 14 - 15.30, 100 Hauptgebäude, Hörsaal XVIIa

A. Willems

Sobald die Themen Schule, Schüler*innen und Bildung in unserer heutigen Gesellschaft diskutiert werden, steht seit einiger Zeit das Schlagwort Inklusion ganz weit oben auf der Agenda. Die Realität zeigt uns gleichzeitig, dass unser mehrgliedriges Schulsystem qua definitionem eine ‚echte‘ Inklusion nicht zulässt, liegen doch die Zahlen der Schüler*innen mit besonderem Förderbedarf an Gymnasien weit hinter denen an Real-, Hauptschulen etc. Jedoch sollte man dabei nicht außer Acht lassen, dass Inklusion keineswegs nur Menschen mit einer Form der körperlichen/geistigen Beeinträchtigung umfasst, sondern bereits bei Mitmenschen mit ‚anderem‘ religiösen/ethnischen/sprachlichen Hintergrund anfängt und auch die sog. ‚Hochbegabten‘ mit einschließt.

Die Veranstaltung soll darum die Teilnehmenden zunächst mit grundlegenden Förderbereichen vertraut machen und anschließend den Fragen nachgehen, welche Möglichkeiten der Fremdsprachenunterricht bietet, um Schüler*innen demgemäß gerecht zu werden.

Dabei ist jedoch stets zu bedenken, dass es in keinem Fall ein alleingültiges Lösungskonzept geben können wird, sondern in der Realität sehr stark fallorientiert gearbeitet werden muss. 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 Zielidiomen gewählt werden, ohne das grundlegende Verständnis zu gefährden. Die sprachliche Vielfalt der teilnehmenden Studierenden soll zu einer Bereicherung der Veranstaltung beitragen.

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

14568.0005**Grundlagen der Didaktik der modernen Fremdsprachen**

2 SWS; Vorlesung; Max. Teilnehmer: 185

Mo. 17.45 - 19.15, 105 Hörsaalgebäude, Hörsaal G

Mo. 24.10.2016 17.45 - 19.15, 100 Hauptgebäude, Hörsaal XII

Mo. 7.11.2016 17.45 - 19.15, 100 Hauptgebäude, Hörsaal XII

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

14568.0004 Aktuelle Tendenzen in der Fremdsprachendidaktik: der/die besondere Schüler*in – Inklusion, Integration oder?

2 SWS; Seminar; Max. Teilnehmer: 20

Mo. 14 - 15.30, 100 Hauptgebäude, Hörsaal XVIIa

A. Willems

Sobald die Themen Schule, Schüler*innen und Bildung in unserer heutigen Gesellschaft diskutiert werden, steht seit einiger Zeit das Schlagwort Inklusion ganz weit oben auf der Agenda. Die Realität zeigt uns gleichzeitig, dass unser mehrgliedriges Schulsystem qua definitionem eine ‚echte‘ Inklusion nicht zulässt, liegen doch die Zahlen der Schüler*innen mit besonderem Förderbedarf an Gymnasien weit hinter denen an Real-, Hauptschulen etc. Jedoch sollte man dabei nicht außer Acht lassen, dass Inklusion keineswegs nur Menschen mit einer Form der körperlichen/geistigen Beeinträchtigung umfasst, sondern bereits bei Mitmenschen mit ‚anderem‘ religiösen/ethnischen/sprachlichen Hintergrund anfängt und auch die sog. ‚Hochbegabten‘ mit einschließt. Die Veranstaltung soll darum die Teilnehmenden zunächst mit grundlegenden Förderbereichen vertraut machen und anschließend den Fragen nachgehen, welche Möglichkeiten der Fremdsprachenunterricht bietet, um Schüler*innen demgemäß gerecht zu werden.

Dabei ist jedoch stets zu bedenken, dass es in keinem Fall ein alleingültiges Lösungskonzept geben können wird, sondern in der Realität sehr stark fallorientiert gearbeitet werden muss. 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.

V o r 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 / G r u n d l a g e n s e m i n a r F a c h d i d a k t i k

14569.4101 Vorbereitungsseminar zum Schulpraktikum_1/Grundlagenseminar Fachdidaktik_1

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 8 - 9.30, 103 Philosophikum, S 56

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.
20 Plätze freigehalten für die Vergabe in KLIPS 2.0

14569.4103 Vorbereitungseminar zum Schulpraktikum_3/Grundlagenseminar Fachdidaktik_3

2 SWS; Übung; Max. Teilnehmer: 40

Mi. 17.45 - 19.15, 911 Modulbau Weyertal, S222

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.
20 Plätze freigehalten für die Vergabe in KLIPS 2.0

14569.4104 Vorbereitungseminar zum Schulpraktikum_4/Grundlagenseminar Fachdidaktik_4

2 SWS; Übung; Max. Teilnehmer: 40

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

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.
20 Plätze freigehalten für die Vergabe in KLIPS 2.0

14569.4105 Vorbereitungseminar zum Schulpraktikum_5/Grundlagenseminar Fachdidaktik_5

2 SWS; Übung; Max. Teilnehmer: 40

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

M. Quast

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 MICHAELA QUAST unterrichtet.
Course taught by Ms Quast

14569.4106 Vorbereitungsseminar zum Schulpraktikum_6/Grundlagenseminar Fachdidaktik_6

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 16 - 17.30, 103 Philosophikum, S 78

M. Quast

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 MICHAELA QUAST unterrichtet.
Course taught by Ms Quast

o.Nr. Vorbereitungsseminar zum Praxissemester

2 SWS; Übung; Max. Teilnehmer: 60

Di. 14 - 15.30

A. Acker

Im ersten Teil dieser Veranstaltung erhalten die Studierenden zum 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, Gesamtschule und Berufskolleg 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 Vorüberlegungen werden im zweiten Teil des Seminars in der Profildgruppe individuell konkretisiert und sollen in Absprache mit der zugeteilten Schule auf ihre Durchführbarkeit hin evaluiert und in Bezug auf ihre Umsetzung im folgenden Praxissemester geplant werden. Das geplante Studienprojekt ist in einer Projektskizze darzustellen, aus der sich die Modulnote für AM1 ergibt. Diese Übung richtet sich ausschließlich an Masterstudierende (Unterrichtsfach Englisch), die sich hiermit auf ihr Praxissemester vorbereiten.

o.Nr. Vorbereitungsseminar zum Praxissemester

2 SWS; Übung; Max. Teilnehmer: 45

Di. 14 - 15.30

A. Gutenberg

Im ersten Teil dieser Veranstaltung erhalten die Studierenden zum 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, Gesamtschule und Berufskolleg 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 Vorüberlegungen 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 in Bezug auf ihre Umsetzung im folgenden Praxissemester geplant werden. Das geplante Studienprojekt ist in einer Projektskizze darzustellen, aus der sich die Modulnote für AM1 ergibt. Diese Übung richtet sich ausschließlich an Masterstudierende (Unterrichtsfach Englisch), die sich hiermit auf ihr Praxissemester vorbereiten.

o.Nr. Vorbereitungsseminar zum Praxissemester

2 SWS; Übung; Max. Teilnehmer: 30

Di. 8 - 9.30, 103 Philosophikum, S 89

K. Kutzbach

Im ersten Teil dieser Veranstaltung erhalten die Studierenden zum 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, Gesamtschule und Berufskolleg 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 Vorüberlegungen 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 in Bezug auf ihre Umsetzung im folgenden Praxissemester geplant werden. Das geplante Studienprojekt ist in einer Projektskizze darzustellen, aus der sich die Modulnote für AM1 ergibt. Diese Übung richtet sich ausschließlich an Masterstudierende (Unterrichtsfach Englisch), die sich hiermit auf ihr Praxissemester vorbereiten.

Anmeldung nur 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 Nachbereitungseminar Praxissemester_1

2 SWS; Übung; Max. Teilnehmer: 40

Mi. 10 - 11.30, 911 Modulbau Weyertal, S224

A. Acker

Master of Ed. Plätze freigehalten: 8
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 Nachbereitungseminars zum Praxissemester bilden - zusammen mit dem Seminar Sprach-, Literatur-, Mediendidaktik - die Grundlage für die kombinierte Modulabschlussprüfung des Schwerpunktmoduls 3 (MA Edu).

Anmeldung nur über KLIPS 2.0

14569.4402 Nachbereitungseminar Praxissemester_2

2 SWS; Übung; Max. Teilnehmer: 30

Di. 12 - 13.30, 103 Philosophikum, S 81

A. Gutenberg

Das Nachbereitungseminar für MEd-Studierende schließt an das Praxissemester an und befasst sich maßgeblich mit der nachbereitenden Diskussion und Reflexion von Inhalten aus dem Praxissemester. 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. Als Studienleistung erarbeiten die KursteilnehmerInnen einen vollständigen Unterrichtsentwurf in Vertiefung einer Stunde aus dem Praxissemester. Die Inhalte des Nachbereitungsseminars zum Praxissemester bilden - zusammen mit dem Seminar Sprach-, Literatur-, Mediendidaktik – die Grundlage für die kombinierte Modulabschlussprüfung des Schwerpunktmoduls 3 (MEd).
Belegung über KLIPS 2.0

14569.4403 **Nachbereitungseminar Praxissemester_3**

2 SWS; Übung; Max. Teilnehmer: 40

Mo. 12 - 13.30, 103 Philosophikum, S 56

K. Kutzbach

Master of Ed. Plätze freigehalten: 8

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).

Anmeldung nur über KLIPS 2.0

14569.4501 **Nachbereitungsseminar zum Schul-/ Fachpraktikum_1**

2 SWS; Übung; Max. Teilnehmer: 40

Di. 12 - 13.30, 103 Philosophikum, S 91

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

14568.0004 **Aktuelle Tendenzen in der Fremdsprachendidaktik: der/die besondere Schüler*in – Inklusion, Integration oder?**

2 SWS; Seminar; Max. Teilnehmer: 20

Mo. 14 - 15.30, 100 Hauptgebäude, Hörsaal XVIIa

A. Willems

Sobald die Themen Schule, Schüler*innen und Bildung in unserer heutigen Gesellschaft diskutiert werden, steht seit einiger Zeit das Schlagwort Inklusion ganz weit oben auf der Agenda. Die Realität zeigt uns gleichzeitig, dass unser mehrgliedriges Schulsystem qua definitionem eine ‚echte‘ Inklusion nicht zulässt, liegen doch die Zahlen der Schüler*innen mit besonderem Förderbedarf an Gymnasien weit hinter denen an Real-, Hauptschulen etc. Jedoch sollte man dabei nicht außer Acht lassen, dass Inklusion keineswegs nur Menschen mit einer Form der körperlichen/geistigen Beeinträchtigung umfasst, sondern bereits bei Mitmenschen mit ‚anderem‘ religiösen/ethnischen/sprachlichen Hintergrund anfängt und auch die sog. ‚Hochbegabten‘ mit einschließt.

Die Veranstaltung soll darum die Teilnehmenden zunächst mit grundlegenden Förderbereichen vertraut machen und anschließend den Fragen nachgehen, welche Möglichkeiten der Fremdsprachenunterricht bietet, um Schüler*innen demgemäß gerecht zu werden.

Dabei ist jedoch stets zu bedenken, dass es in keinem Fall ein alleingültiges Lösungskonzept geben können wird, sondern in der Realität sehr stark fallorientiert gearbeitet werden muss. 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 Zieliדיomen 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.

- 14569.4201 Bilinguales Lehren und Lernen - Theorie und Schulpraxis (LA)**
 2 SWS; Übung; Max. Teilnehmer: 40
 Fr. 28.10.2016 15 - 20, 100 Hauptgebäude, Hörsaal XVIIa
 Fr. 2.12.2016 14 - 20, 103 Philosophikum, H 80
 Sa. 14.1.2017 9 - 16, 100 Hauptgebäude, Hörsaal XVIIb
 Fr. 3.2.2017 15 - 19.30, 105 Hörsaalgebäude, Hörsaal C A. Heimes
- Die Übung richtet sich an Studierende, die an bilinguaem Lehren und Lernen in der Schule interessiert sind. Nach einer Einführung in die Grundlagen des bilingualen Unterrichts werden in einer zweiten Phase praktisch angelegte Übungen durchgeführt und Unterrichtsmaterialien erarbeitet. Das Seminar empfiehlt sich für StudentInnen mit Zweitfächern, die auch mehrsprachig unterrichtet werden. Es können aber auch anderweitig Interessierte teilnehmen, die bereit sind, sich zeitweise in Sachfächer einzudenken. Ein evtl. Unterrichtsbesuch im ersten Quartal 2017 ist denkbar.
 Blockseminar
- 14569.4202 Teaching Shakespeare (LA)**
 2 SWS; Übung; Max. Teilnehmer: 40 B. Paffrath
- Do. 16 - 17.30, 103 Philosophikum, S 58
- Shakespeare in der Schule unterrichten? – Wie kann ich das so machen, dass es spannend, lehrreich und gewinnbringend für alle Beteiligten ist? Die FD Übung will hier Mut machen und konkrete unterrichtliche Hilfestellungen entwickeln. Das Ziel der Veranstaltung ist es, mehr über die Dramen Shakespeares sowie mehr über deren unterrichtliche Vermittlung zu wissen. Die exemplarische Arbeit an verschiedenen Shakespearetexten soll eine breite Palette von Zugriffen für Unterricht vorstellen und das Verständnis der Dramenwelt Shakespeares befördern. Verschiedene Ansätze zu Dramen Shakespeares sollen nicht nur bearbeitet, sondern in Simulationen praxisorientiert erprobt und reflektiert werden. Von den Teilnehmenden wird aktive Mitarbeit bei Simulationen und Übernahme von Präsentationen erwartet. Es wird immer wieder auf unterschiedliche Beispiele aus den complete Works zurückgegriffen. Is Vorbereitung auf das Seminar wird die Lektüre von Hamlet, A Midsummer Night's Dream sowie Richard III erwartet.
- 14569.4203 Der Einsatz von Serien im Englischunterricht**
 2 SWS; Übung; Max. Teilnehmer: 40 V. Wloch
- Di. 10 - 11.30, 106 Seminargebäude, S11
- Master of Ed. Plätze freigehalten: 8
- Die neuere U.S.-amerikanische Fernsehserie, oder Neo-Serie, ist sowohl in der medienwissenschaftlichen Forschung, im Feuilleton, als auch in der Gunst des Zuschauers voll im Trend. Daher fragt dieses Seminar nach den medienwissenschaftlichen Voraussetzungen und Grundüberlegungen, dem fachdidaktischen und methodischen Vorgehen als auch den sich hieraus ergebenden Konsequenzen für Bildung - kurzum: nach den Chancen und Grenzen - des Einsatzes von Fernsehserien im gymnasialen Englischunterricht.
- Dieses Seminar richtet sich ausschließlich an Studierende des Unterrichtsfachs Englisch (UF Englisch) im Master. Es wird Kenntnis von grundlegenden fachdidaktischen und methodischen Theorien vorausgesetzt. -
- Kursanforderung: aktive Teilnahme, Übernahme eines Referates/einer Simulation
- Fehlen Sie unentschuldigt in der ersten Sitzung, wird Ihr Seminarplatz möglicherweise an Kommilitonen vergeben.
- 14569.4204 Entwicklung von Unterrichtssequenzen für den Englischunterricht Sek II (LA)**
 2 SWS; Übung; Max. Teilnehmer: 40 F. Fiedler-Lammers
- Mi. 17.45 - 19.15, 103 Philosophikum, S 66
- Ziel der Übung ist es, basierend auf dem Kernlehrplan Englisch für die Sekundarstufe II (Gymnasium/Gesamtschule in Nordrhein-Westfalen) und im Hinblick auf die in diesem vorgesehenen neuen Klausurformate Unterrichtseinheiten zu erarbeiten.
- Hierbei werden die unterschiedlichen Textsorten wie Sach- und Gebrauchstexte, literarische Texte, diskontinuierliche Texte und medial vermittelte Texte berücksichtigt.
- Bedingungen für den Nachweis der aktiven Teilnahme werden in der ersten Sitzung besprochen.

14569.4205 Kooperatives und selbstorganisiertes Lernen_1

2 SWS; Übung; Max. Teilnehmer: 40

Do. 8 - 9.30, 103 Philosophikum, S 78

M. Quast

Die Übung richtet sich an Bachelor-Studierende bzw. Studierende nach LPO 2003. Zu einem zeitgemäßen Englischunterricht gehört neben der Vermittlung von Inhalten auch ein breites Repertoire an Methoden, die es gilt, zielführend und sowohl dem Stoff als auch der Lerngruppe angemessen im Unterricht einzusetzen. Das Seminar gibt eine Einführung zu Formen des kooperativen und selbstorganisierten Lernens, welche bei der Vermittlung von Texten (Sach- und Gebrauchstexte sowie literarische Texte) im gymnasialen Oberstufenunterricht zum Einsatz kommen. Inhalte und Methoden werden im Rahmen des Seminars in Kleingruppen praktisch erprobt und evaluiert sowie Unterrichtseinheiten von Studierenden geplant, simuliert und reflektiert. In der ersten Seminarsitzung werden die Voraussetzungen für einen Scheinerwerb (Studienleistungen) erläutert (Referat/Simulation). Seminarplätze von Studierenden, die unentschuldig in der ersten Seminarsitzung fehlen, werden ggf. an Studierende auf der Warteliste vergeben.

Course taught by Ms Quast

14569.4206 Kooperatives und selbstorganisiertes Lernen_2

2 SWS; Übung; Max. Teilnehmer: 40

Do. 10 - 11.30, 103 Philosophikum, S 78

M. Quast

Die Übung richtet sich an Master-Studierende bzw. Studierende nach LPO 2003. Zu einem zeitgemäßen Englischunterricht gehört neben der Vermittlung von Inhalten auch ein breites Repertoire an Methoden, die es gilt, zielführend und sowohl dem Stoff als auch der Lerngruppe angemessen im Unterricht einzusetzen. Das Seminar gibt eine Einführung zu Formen des kooperativen und selbstorganisierten Lernens, welche bei der Vermittlung von Texten (Sach- und Gebrauchstexte sowie literarische Texte) im gymnasialen Oberstufenunterricht zum Einsatz kommen. Inhalte und Methoden werden im Rahmen des Seminars in Kleingruppen praktisch erprobt und evaluiert sowie Unterrichtseinheiten von Studierenden geplant, simuliert und reflektiert. In der ersten Seminarsitzung werden die Voraussetzungen für einen Scheinerwerb (Studienleistungen) erläutert (Referat/Simulation). Seminarplätze von Studierenden, die unentschuldig in der ersten Seminarsitzung fehlen, werden ggf. an Studierende auf der Warteliste vergeben.

Course taught by Ms Quast

o.Nr. Begleitseminar zum Praxissemester_1

3 SWS; Übung; Max. Teilnehmer: 24

Di. 10 - 11.30

K. Kutzbach

Anmeldung nur über KLIPS 2.0

(Teilnehmergruppe = Profilgruppe des Vorbereitungsseminars des vorherigen Semesters)

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.

WEITERE ÜBUNGEN (ERGÄNZUNGSMODULE)**14569.4001 EWA / Tutorium zur Vorbereitung der Modulabschlussprüfung
Fachdidaktische Grundlagen**

2 SWS; Tutorium; Max. Teilnehmer: 20

Fr. 20.1.2017 16 - 19.15, 103 Philosophikum, S 83

Sa. 21.1.2017 9 - 15.30, 103 Philosophikum, S 92

Fr. 27.1.2017 16 - 19.15, 103 Philosophikum, S 83

Fr. 3.2.2017 16 - 19.15, 103 Philosophikum, S 83

M. Quast

Das Tutorium richtet sich an Bachelor-Studierende, die sich auf die endnotenrelevante Klausur im Vorbereitungsseminar zum Schulpraktikum / Grundlagenseminar Fachdidaktik vorbereiten möchten

und dieses Seminar idealerweise parallel belegen. Im Tutorium wird es Gelegenheit zur Vertiefung und Klärung offener Fragen zu den Themen des Grundlagenseminars geben sowie vorbereitende Übungen zur endnotenrelevanten Klausur. Seminarplätze von Studierenden, die unentschuldigt in der ersten Seminarsitzung fehlen, werden ggf. an Studierende auf der Warteliste vergeben.

Das Tutorium wird von MICHAELA QUAST unterrichtet.

Termine: Fr 20.1., Fr 27.1., Fr 3.2. jeweils 16-19:15 in S83; Sa 21.1. 9-15:30 in S92
Course taught by Ms Quast

- 14569.5001 Tutorium zur VL Berressem - Master North American Studies**
2 SWS; Tutorium; Max. Teilnehmer: 25
Di. 16 - 17.30, 103 Philosophikum, S 57 H. Berressem
E. Vaja
This seminar is obligatory for all NAS students to acquire the CPs for the SVL American Objects: An 'Objective' History of American Literature.
- 14569.5005 EWA / Tutorium - Schwerpunkt Literaturwissenschaft / A-Seminar**
2 SWS; Tutorium; Max. Teilnehmer: 20
Mi. 16 - 17.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor III M. Klages-Kubitzki
N. N.
- 14569.5006 EWA / Tutorium - Schwerpunkt Sprachwissenschaft / A-Seminar**
2 SWS; Tutorium; Max. Teilnehmer: 20
Do. 12 - 13.30, 102 (Studierenden-Service-Center [SSC]), S 37 M. Klages-Kubitzki
N. N.
- 14569.5007 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 III S. Ridge
M. Klages-Kubitzki
- 14569.5008 EWA / Tutorium - Speaking and Writing in English_2 (Focus on Speaking)**
2 SWS; Tutorium; Max. Teilnehmer: 20
Do. 16 - 17.30, 102 (Studierenden-Service-Center [SSC]), Sprachlabor III S. Ridge
M. Klages-Kubitzki
- 14569.5009 EWA / Tutorium - Speaking and Writing in English_3 (Focus on Speaking)**
2 SWS; Tutorium; Max. Teilnehmer: 20
Mo. 10 - 11.30, 102 (Studierenden-Service-Center [SSC]), S 37 N. N.
M. Klages-Kubitzki
- 14569.5010 EWA / Tutorium - Speaking and Writing in English_4 (Focus on Writing)**
2 SWS; Tutorium; Max. Teilnehmer: 20
Mo. 14 - 15.30, 103 Philosophikum, 0.012 M. Klages-Kubitzki
N. N.
- 14569.5011 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 I N. N.
M. Klages-Kubitzki
- 14569.5012 EWA / Tutorium - Speaking and Writing in English_6 (Focus on Writing)**
2 SWS; Tutorium; Max. Teilnehmer: 20
Di. 14 - 15.30, 102 (Studierenden-Service-Center [SSC]), S 37

Di. 6.12.2016 12 - 13.30, 102 (Studierenden-Service-Center [SSC]), S 37

N.N.
M.Klages-Kubitzki

Please note that on 6th December this tutorial will take place at 12:00 in S37

14569.6001 London Calling

2 SWS; Seminar; Max. Teilnehmer: 40

Mi. 12 - 13.30, 100 Hauptgebäude, Hörsaal XVIIb

B.Abel
E.Fritsch

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.

14569.6004 Creative Writing

2 SWS; Seminar; Max. Teilnehmer: 18

Di. 12 - 13.30, 103 Philosophikum, S 85

S.Newman

This course is a practical introduction to creative writing, and will mainly focus on poetry and prose, including fiction and creative non-fiction. While the course will introduce various creative writing techniques and explore the challenges inherent within creative writing, the focus will be on enabling students to develop their own creative writing skills. Students will work on producing a portfolio of their own creative writing, including an element of self-reflection on the process of writing. In addition to engaging fully with the class and completing the tasks set, students will be expected to provide peer feedback at various points during the semester, and the development of constructive feedback skills will be a key element in this course.

14569.6005 EXCURSION - Culture in Context: Manchester

2 SWS; Seminar; Max. Teilnehmer: 20

7.11.2016 - 10.11.2016, Block

S.Allan
S.Newman

From Media City to the National Football Museum, the Elizabeth Gaskell House or the Imperial War Museum North, this 4-day trip to the northern powerhouse of Manchester will give students the opportunity to experience Manchester's cultural, historical, literary, political, sporting and artistic heritage in a local, national and global context.

Students can use this excursion for the following courses:

KLIPS 1 – ALC, BM Übung or AM Übung KULTURWISSENSCHAFT for Ergänzungsmodule only.

KLIPS 2 – EIC, Seminar KULTURWISSENSCHAFT for Ergänzungsmodule only.

Cost: Around €150, excluding travel to Manchester. This includes ensuite accommodation in Manchester's trendy Northern Quarter (including continental breakfast and wifi), a city tour, various guided tours, and entrance to some of the city's cultural attractions.

A non-returnable deposit of €100 MUST be paid by 22 August 2016. A final instalment of €50 MUST be paid by 9 September 2016.

How to apply: Please submit a 500-word letter BY 29 JULY 2016 to Dr. Shona Allan (shona.allan@uni-koeln.de) and Dr. Sigrid Newman (sigrid.newman@uni-koeln.de), explaining your motivation for wanting to take part in the excursion.

Excursion: Monday 7.11.16 - Thursday 10.11.16.

14569.6006 EXCURSION - Culture in Context: Dublin

2 SWS; Seminar; Max. Teilnehmer: 20

5.12.2016 - 8.12.2016, Block

R.Anderson
D.Moroney
D.Moroney
S.Newman

From Dracula to James Joyce to The Country Girls, the Celts to the Vikings to the Normans, the Rising of 1916 to modern Dublin, Thin Lizzy to U2, ceol agus craic, this 4-day trip to the capital of Ireland will give students the opportunity to experience Dublin's cultural heritage in a local, national and global context.

Students can use this excursion for the following courses:

KLIPS 1.0 – ALC, Basismodul Übung or Aufbaumodul Übung KULTURWISSENSCHAFT for Ergaenzungsmodule only.

KLIPS 2.0 – EIC, Mittelseminar KULTURWISSENSCHAFT for Ergaenzungsmodule only.

Cost: Around €200, excluding travel to Dublin. This includes en-suite accommodation in Dublin's city centre (including continental breakfast and Wifi), a city tour, various guided tours, and entrance to some of the city's cultural and artistic attractions.

A non-returnable deposit of €100 MUST be paid by 31st, August, 2016. A final instalment of €100 MUST be paid by 15th, September, 2016.

How to apply: Please submit a 500-word letter by 1st, August, 2016 to David Moroney (dmoroney@uni-koeln.de) and Bob Anderson (mobbytoots@googlemail.com), explaining your motivation for wanting to take part in the excursion.

This excursion is generously supported by funding from the University of Cologne's QVM.
Excursion: Monday 5.12.16 - Thursday 8.12.16.

14569.6101

Conversation Course_1

2 SWS; Übung; Max. Teilnehmer: 20

Mo. 17.45 - 19.15, 103 Philosophikum, S 75

T. Ford
N. N.

This is a voluntary course that serves to enhance the conversation skills of participants and to review problems in English grammar.

Eligible are:

1. Students whose home university is the University of Cologne and are studying English;
2. Exchange students of any subject.

Exchange students, and only those students, can obtain up to 3CPs in this class with regular attendance.

The course is taught by American exchange students from the University of Rochester (NY) in cooperation with the instructors of the 'English in Use' course.

This is an Intermediate Conversation Course. Please sign up for this course if you feel you are an intermediate (B2) student of English. An advanced course is also offered on Wednesday.

You will be added to KLIPS after the first session.

14569.6102

Conversation Course_2

2 SWS; Übung; Max. Teilnehmer: 20

Mi. 16 - 17.30, 103 Philosophikum, S 75

T. Ford
N. N.

This is a voluntary course that serves to enhance the conversation skills of participants and to review problems in English grammar.

Eligible are:

1. Students whose home university is the University of Cologne and are studying English;
2. Exchange students of any subject.

Exchange students, and only those students, can obtain up to 3CPs in this class with regular attendance.

The course is taught by American exchange students from the University of Rochester (NY) in cooperation with the instructors of the 'English in Use' course.
This is an Advanced Conversation Course (ca. C1 level). Please sign up for this course if you feel you are an advanced student of English. An intermediate course is also offered on Monday.

You will be added to KLIPS after the first session.