

SOMMERSEMESTER 2005

Lehrveranstaltungen

Die folgende Übersicht gibt den Stand der Planung vom Januar 2005 wieder. Bitte beachten Sie die entsprechenden Aushänge zu Beginn des Semesters.

Vorlesungen und lecture courses

N.N. **Lexicography** Vorlesung

Mi. 17.15-18.00, HS Radiologie

This lecture course starts with a short history of dictionary writing, including Cawdrey, Samuel Johnson's famous *Dictionary of the English Language* (1755) and *The Oxford English Dictionary*. It also discusses types of dictionaries (e.g. slang dictionaries) as well as semantic, morphological and syntactic principles of dictionary writing, and modern, computer- and corpus-based methods of lexicography. All topics are illustrated with samples from various types of dictionaries.

Klaus **British Poetry in the Age of Revolution and the Romantic Period** Vorlesung

Mi. 09.15-10.00, HS 218 (Hauptgebäude)

Parallel to the industrial and agricultural revolutions, which changed the face of Britain, and overlapping with the French Revolution and its impact on Europe, there set in during the half century from 1780 to 1830 a radical and wide-ranging revision of many traditional cultural ideas and artistic practices. This series of lectures will both trace these developments and provide detailed readings of selected poems from the major writers of the period.

Bös **Geographical and Social Varieties of English** Lecture Course/
Proseminar

Do. 15.15-16.45, HS 218 (Hauptgebäude)

Even after a short telephone call two complete strangers might be able to tell where the other comes from and what class or ethnic group s/he belongs to. It is the way people speak that reflects their regional and also their social background. After a short introduction to sociolinguistic methodology, the focus will first be on regional variables. We will look at major national varieties (British, American, Australian English) and the use of English as a (semi-)official language (e.g. in India, Africa). We will then move on to regional variation on the British Isles and in the US. The second part of the course will be devoted to social variables, such as education, gender and age. For instance, we will encounter some characteristics of working-class varieties, differences of men's and women's speech and typical features of the language of children, adolescents and the elderly.

The lecture course will usually consist of two parts, a lecture-style presentation and some practical work with language material as well as texts and questions for discussion. The course can be attended by LA and BAMA students, but also as part of the *Interdisziplinäre Studien (IDS)*.

Garbe

Fundamentals of Grammar

Lecture Course

Mo. 09.15-10.45, HS 3 (Schwaansche Str.)

This course provides an introduction to the analysis of English sentences. This will include forms and structures of simple and complex sentences (finite clauses, infinitive and participle constructions) as well as syntactic functions of word groups and subclauses. It will also deal with the grammatical categories of the verb (mainly tense and aspect), which means discussing and practising the use of English verb phrases, and considering similarities and differences between English and German.

Alexander, L.G. (1988) *English Grammar*, Longman.

Greenbaum, S. and R. Quirk (1993) *A Student's Grammar of the English Language*, Longman.

Greenbaum, S. (1991) *An Introduction to English Grammar*, Longman.

Huddleston, R. (1990) *English Grammar. An Outline*, CUP.

Siebold

Spracherwerb und Englischunterricht

Lecture Course

Do. 09.15-10.45, HS 315 (Hauptgebäude)

Auch für Lehramt Grundschule und BA/MA (anstatt *PS Approaches to Language Learning*).

Voraussetzung für die Teilnahme: vorherige Teilnahme am GK Sprachwissenschaft und Fundamentals of Grammar.

Wie lernen Menschen Sprachen? Zunächst wird der Frage nachgegangen, wie Kinder ihre Muttersprache erwerben. Im Mittelpunkt des Seminars steht jedoch der Zweitspracherwerb. Darunter sind die Voraussetzungen sowie die Art und Weise zu verstehen, wie Menschen außerhalb und innerhalb des Klassenraums andere Sprachen als ihre Muttersprache erwerben. Das Seminar gibt eine Einführung in wichtige Fragestellungen, Methoden und Ergebnisse der Zweitspracherwerbsforschung. Das Schwergewicht liegt dabei auf möglichen Schlussfolgerungen für den Englischunterricht: Wie verhelfen die Erkenntnisse der Zweitspracherwerbsforschung zu Einsichten in Wege und Grenzen des beruflichen Handelns künftiger Englischlehrerinnen und -lehrer? A PS credit can be obtained in connection with this Lecture Course.

Rossow

Introduction to Cultural Studies II

Lecture Course

Mi. 9.15-10.45, HS Radiologie

This course is a continuation of the introduction to the study of culture (Grundkurs Cultural Studies). It introduces additional foundations for other courses in cultural studies and familiarises students with broad theoretical concepts and more specialised meanings and practices of cultural studies. Concepts that are explored in depth include the core concepts of cultural studies: concepts of theory; concepts of description, interpretation and analysis; concepts that structure and order constructions of reality; concepts of social structure; concepts of spatial-cultural order; and concepts of temporal order. The thematic approach is rather selective and is arranged around some of the key sites and debates in the field of cultural studies including globalisation, nationalism, class, multiculturalism, sex and gender, and youth and subcultures. The main emphasis is on the exemplary application of the theoretical concepts to specific problems.

Participants who are not already in possession of the following book are encouraged to buy Hartley, John (2002) *Communication, Cultural and Media Studies. The Key Concepts*, London and New York: Routledge. (ISBN 0-415-26889-3)

Grundstudium

Literaturwissenschaft

Klaus

Grundkurs: Einführung in die englische und amerikanische Literaturwissenschaft, A + B

Übung

Gruppe A (Klaus): Do. 09.00-11.15, R. 8023

Gruppe B (Wallat): Fr. 09.00-11.15, R. 229 (Hauptgebäude)

Nur für Lehrämter.

Der Kurs möchte mit Grundbegriffen und zentralen Fragestellungen der Literaturwissenschaft unseres Faches vertraut machen, also in die Teilbereiche Literaturtheorie, Textanalyse und Literaturgeschichte einführen. Anhand von Werken aus unterschiedlichen Perioden, Gattungen und Kulturkreisen soll ein Eindruck von dem weiten Gegenstandsbereich der englischen und amerikanischen Literaturwissenschaft vermittelt und zugleich eine Anleitung zum Umgang mit Texten gegeben werden.

Eine Sitzung beginnt üblicherweise mit der gemeinsamen Interpretation eines Textes und geht dann, darauf aufbauend, in eine systematische Informationsbereitstellung durch den Lehrenden über.

Schmitt-Kilb

Grundkurs: Einführung in die englische und amerikanische Literaturwissenschaft, C

Übung

Gruppe C: Mo. 11.00-13.15, R. 8028

Nur für Lehrämter.

"Ohne Spaß am Lesen und ein ausgeprägtes Interesse an englischsprachiger Literatur ist das übliche Lesepensum im Bereich Anglistik/Amerikanistik nicht zu bewältigen – ohne begriffliche und theoretische Grundlagen bleibt die Freude an literarischen Werken sprachlos" (Nünning/Nünning, *Grundkurs anglistisch-amerikanistische Literaturwissenschaft*, Stuttgart 2001, S. 8 – dieses Buch empfehle ich als seminarbegleitende Einführung). Spaß am Lesen und an der Literatur müssen Sie mitbringen; die Einführung in den weiten Gegenstandsbereich des Faches inklusive Literaturtheorie, Textanalyse und Literaturgeschichte ist das Ziel des Kurses. Dafür müssen Sie sich

- mit ungewohnten Fragestellungen auseinandersetzen
- ein wissenschaftliches Vokabular aneignen
- an theoretischen Konzepten (und Texten) "arbeiten".

Seminartexte werden in Form eines Readers zur Verfügung gestellt. Zusätzlich müssen Sie den Roman *The Man Who Wasn't There* von Pat Barker kaufen – und lesen!

Mackenthun

Invisible Man: A Case Study in Criticism

Proseminar

Di. 15.15-16.45, R. 8023

Ralph Waldo Ellison's novel *Invisible Man* (1952) is a classic of African American literature. Written in the post-war period – i.e. in a cultural climate dominated by anticommunism and a widespread blindness toward the multicultural composition of American society – the novel tries to bridge the gap between the European literary tradition and the often bleak realities of white racism in both rural and urban America. The narrator, a Black inhabitant of New York, finds himself unable to cope with the pressure of "double-consciousness" (DuBois), i.e. with the necessity of looking at himself with the eyes of white society. He consequently tells his story from 'underground': from his hiding place in a

cellar where he has fled to 'hibernate' and wait for more tolerant times. His story offers at once a glimpse at American life between post-war parochialism and the emergence of the Civil Rights Movement and a more universal mythical (and also very humorous) tale of coming to age in an ignorant and hostile environment. We will contextualize Ellison's novel with excerpts from some of its intertexts (both classical and popular) and critical writings. Participants are required to purchase the Vintage edition of *Invisible Man* (ISBN 0679732764; internet bookstores; some copies on order at Weiland bookstore) and a *Reader* with additional material (Copy Team Brunnenhof). *Students in possession of the book will automatically be admitted to the course.*

Wallat

Popular American Fiction

Proseminar

Di. 09.15-10.45, R. 229 (Hauptgebäude)

"There are many good reasons for studying popular fiction. The best, though, is that it matters. In the many and varied forms in which they are produced and circulated – by cinema, broadcasting institutions and the publishing industry – popular fictions saturate the rhythms of everyday life. In doing so, they help to define our senses of ourselves, shaping our desires, fantasies, imagined pasts and projected futures. An understanding of such fictions – of how they are produced and circulated, organized and received – is thus central to an understanding of ourselves; of how those selves have been shaped and of how they might be changed." (Tony Bennett (1990) *Popular Fiction*, London and New York: Routledge.)

This course is intended to contribute to an understanding of forms and strategies of popular fiction. Reading and discussion will focus on all genres of popular fiction – gothic, detective, science fiction and romance. A reader with secondary texts, a selected bibliography and a list of topics for term papers will be provided at the beginning of the course.

On order at Thalia bookstore:

Hoppenstand, Gary (ed.) (1997) *Popular Fiction: An Anthology*, London and New York: Longman.

[ISBN: 0321011643]

Klaus

**Two Representatives of the Early Romantic Period:
William Blake and William Wordsworth**

Proseminar

Mi. 11.15-12.45, R. 8023

The Romantic Period radically redefined and transformed existing ideas of art, artists and their place in society. Part of its legacy and language such as the notions of originality, genius and inspiration is still with us – despite the onset of Modernism in the early twentieth century and Postmodernism in our time.

This course will take a close look at two famous collections published in the 1790s, William Blake's *Songs of Innocence and Experience* and William Wordsworth's (and Coleridge's) *Lyrical Ballads*, complete with a consideration of Wordsworth's programmatic Preface to that volume.

Blake, W. [1789, 1794]: *Selected Poetry*, Oxford: Oxford World's Classics.

Wordsworth, W. [1798]: *Selected Poetry*, Oxford: Oxford World's Classics.

Sprachwissenschaft

Bös

Grundkurs Sprachwissenschaft

Übung

Mi. 09.15-10.45, R. 229 (Hauptgebäude)

Ziel des Grundkurses ist es, einen ersten Überblick über die Teildisziplinen und wesentlichen Begriffe der Sprachwissenschaft zu geben. Es werden zunächst die kleinsten Einheiten im Sprachsystem, die Laute, beschrieben (Phonetik, Phonologie). Anschließend stehen Form und Bedeutung von Wörtern (Morphologie, Semantik) und die Analyse von Sätzen (Syntax) im Mittelpunkt der Aufmerksamkeit.

Es werden außerdem Grundlagen der Textanalyse, z.B. die Verknüpfung von Texten (Kohäsion), eingeführt.

Darüber hinaus erfolgt auch eine Auseinandersetzung mit dem Gebrauch der Sprache in der aktuellen Sprechsituation. So werden Aspekte der sogenannten Sprechakttheorie diskutiert, die die Bedeutung und Wirkung von Äußerungen untersucht (Pragmatik). Ein weiterer interessanter Teilbereich ist die Soziolinguistik, die sich mit regional und sozial beeinflussten Sprachvarianten (z.B. Britischem und Amerikanischem Englisch oder Frauen- und Männersprache) befasst.

Buchholz **The Structure of Words and Word Formation** Proseminar

Do. 07.30-09.00, R. 8028

In this course, we analyse words in order to describe and classify the structural parts they are made of. Then, we take a look at basic word-formation processes (e.g. compounding, derivation) to see how these parts combine to form new words.

Participation in this course requires basic knowledge concerning 'English Morphology' which can be acquired in the 'Grundkurs Sprachwissenschaft'.

Bauer, Laurie (1993). *English Word-Formation*, Cambridge: Cambridge University Press.

Buchholz **An Introduction to Speech Act Theory** Proseminar

Fr. 07.30-09.00, R. 8023

'Speaking is acting!' – *Pragmatics* is the field of linguistics which introduced the idea that utterances aren't mere grammatically structured units, but that a person – in uttering words or sentences – actually performs actions. In this seminar we will focus on such utterances by which we perform actions ('speech acts', e.g. requests, orders). Austin and Searle's work in the field of speech act theory has been ground-breaking. Starting with Austin and Searle we will discuss the major types of *speech acts* as defined by them. But *speech act theory* is just one branch of pragmatics. In order to provide a general overview we will also be looking at other branches of pragmatics (e.g. *politeness*).

N.N. **English Grammar** Proseminar

Do. 11.15-12.45, R. 8028

In the first part of this course, we look at word classes, their classification and inflectional morphology. Later, we describe basic sentence types, and the combination of clauses to form complex sentences. In all this, we follow the question of what job grammar performs in communication.

Greenbaum, S. and R. Quirk (1990) *A Student's Grammar of the English Language*, London: Longman.

Burton-Roberts, N. (1997) *Analysing Sentences*, London: Longman.

Proseminarangebot: Der Erwerb eines Proseminarscheins ist im SS 2005 auch in den lecture courses **Geographical and Social Varieties of English** (Bös) und **Spracherwerb und Englischunterricht** (Siebold) möglich.

Adler **Old English – an Introduction** Übung

Fr. 11.15-12.45, HS Radiologie

This course introduces the beginnings of English by exploring the language of the Old English period (approximately 450–1100). Analyzing texts of that time, we will not only inform ourselves about the historical and cultural background: The main focus will be on working out the most important linguistic characteristics of the Old English language. By comparing some of those features with modern English we will find considerable differences. In fact, Old English is structurally still quite close to German.

Readings will include passages from historical accounts like the *Anglo-Saxon Chronicle*, religious texts such as Ælfric's translation of the Old Testament and, of course, some excerpts from the great heroic poem *Beowulf*.

Apart from the opportunity to improve your skills in linguistic analysis and translation, the knowledge about historical linguistics provided in this course will be interesting and helpful for your further studies.

Hoppe

Phonetics and Phonology, Gruppe A + B

Übung

Gruppe A: Do. 09.15-10.45, R. 7023

Gruppe B: Mi. 11.15-12.45, R. 7023

This course is a single period combining lecture and practical exercises. The theoretical introductions are presented in the context of a general theory on speech sounds (phonetics) and how they function in the language (phonology). Main areas for practice will include RP vowels and consonants, stress, intonation, linking, reduction and the pronunciation of texts. Highly individualized recorded materials are available for use at home. The course-book will prepare students to pass both the oral and written tests. It contains all of the necessary theory, a large number of exercises, a key, a glossary of phonetic terms, texts for transcriptions, and the texts of the recorded materials, which can be loaned to the user upon request or copied on CD in the computer labs.

Hoppe, R. (2004) *Sounding Better*, Aachen: Shaker-Wissenschaftsverlag (im Kurs erhältlich oder bestellbar).

A Pronouncing Dictionary. Recommendations in the course.

Hoppe

Additional Phonetic Exercises

Übung

Di. 08.00-08.45, R. 7023

The prerequisite for this single period is that students have already attended the introductory course 'English Phonetics and Phonology' or the 'Phonetics and Oral Presentation Course'. The practical exercises done here include reading texts with emphasis on intonation, transcribing texts (phonetically and tonemically), and correcting individual pronunciation errors.

Hoppe, R. (2004) *Sounding Better*, Aachen: Shaker-Wissenschaftsverlag (chapters 1-4 and bibliography).

Kultur Großbritanniens und Nordamerikas

Rossow

Grundkurs: Introduction to Cultural Studies

Übung

Mo. 9.15-10.45, HS Radiologie

This course serves as an introduction to the study of culture and provides some of the theoretical foundations for successive courses in cultural studies. The course is divided into two main sections.

It starts with a brief outline of the origins of the field and its history. Students will then be given accessible (easier said than done!) introductions to some of the core concepts of cultural studies: concepts of theory; concepts of description, interpretation and analysis; concepts that structure and order constructions of reality; concepts of social structure; concepts of spatial-cultural order; and concepts of temporal order. Each of the presentations of concepts is accompanied and supplemented by exemplary applications of the theory to concrete issues. The applications should, among other things, illustrate the usefulness and versatility of the methodological approaches and analytical tools provided by cultural studies.

A *Reader* will be available from the Copyshop in Brunnenhof. Participants also have to buy

Hartley, John (2002) *Communication, Cultural and Media Studies. The Key Concepts*, London and New York: Routledge (ISBN 0-415-26889-3).

Susemihl

Visual Culture and American History

Proseminar/
Projekt Modul VK

Di. 11.15-12.45, R. 8028

In the past several years, visual culture studies have emerged as a new interdisciplinary field of inquiry, and historians of American culture have begun to consider the role of visuality in the American past. The goal of this course is to bring together the theoretical and methodological contributions of visual culture studies with the method and specificity of the discipline of history.

We will begin by defining what visual culture is and explore how and why visual media have become so central to contemporary everyday life. Analyzing main problems in American history, we will examine such issues as the visualization of race, gender, ideology and human identity in culture. The texts discussed will thus represent a variety of interdisciplinary approaches to American visual culture and history, including popular culture, photography, documentary film, cinema, television, painting, and industrial design. A reader will be provided at the beginning of the course.

Rosow

Britain – a Social Profile

Proseminar

Di. 09.15-10.45, R. 8028

This course examines selected facets of post-war Britain by focusing on the basic categories of family, class, place, national and regional identities, gender, ethnicity, 'race' and culture. Various possible ways, means and criteria of dividing the population into different groups and sub-groups will be investigated. The objective of the course is to create a social profile comprising the different categories, the relationships between the categories and their place in the wider social context. The different topics will be supplemented and illustrated by films and music.

A reader with a selected bibliography and the list of topics for term papers will be provided at the beginning of the course.

Wallat

Womanhood in America

Proseminar

Di. 13.15-14.45, R. 229 (Hauptgebäude)

This seminar is intended as a survey of the creation and transformation of womanhood in America from colonial times to the present. The course will focus on three distinct patterns in the gender system: first, the integral position of women in the patriarchal household economy of the seventeenth century; second, the segregated woman's sphere under industrial capitalism; and finally, the more integrated and balanced, but still unequal relations of sexes during the twentieth century.

A reader with primary and secondary texts, a selected bibliography and a list of topics for term papers will be provided at the beginning of the course.

Mackenthun

Cultures of Dissent in the United States

Proseminar

Do. 13.15-14.45, R. 8023

Right from its inception in Puritan times, the political identity of the (future) United States has been characterized by a "rhetoric of dissent" (Bercovitch), a rhetoric awkwardly joined by a quasi-religious sense of providential mission. This official rhetoric of dissent (against European conservatism) and imperial mission (toward the peoples to be 'civilized') has in turn inspired many critical voices from within American society. In seeming contradiction to the currently broadcasted image of the United States, American society has had one of the most active countercultures worldwide, which, culminating in the protests against the Vietnam War in the late Sixties, has shaped the identities of a whole generation on both sides of the Atlantic Ocean. A new culture of dissent is forming in response to America's current foreign policy. In this seminar, we will look at examples of political dissent (both texts and film) from the Puritan lay preacher Anne Hutchinson to the recent antagonism against the Iraq War and try to discern the reasons for the ongoing discrepancy within American society between (neo)conservative ideologies on the one hand and grassroots radicalism on the other. As a textual base,

students are required to purchase Timothy D. MacCarthy, *Radical Reader*. New Press, 2003. ISBN 1565846826 (internet bookstores; some copies on order at Weiland). Further material will be made available in a *Reader* (Copy Team Brunnenhof). *Students in possession of the book will automatically be admitted to the course.*

Fachdidaktik und Vermittlungskompetenz

Siebold

Grundkurs: Grundfragen der Fachdidaktik Englisch

Übung

Mo. 11.15-12.45, R. 8023

ab 3. Sem.

Inhaltliche Schwerpunkte: Gegenstand und Bezugswissenschaften der Fachdidaktik Englisch; Unterrichtskonzeptionen; Ziele und Inhalte des Englischunterrichts; didaktisch-methodische Grundstrukturen der Arbeit an Kenntnissen und der Entwicklung sprachkommunikativen Könnens; Lernerorientierung im Englischunterricht.

Siebold

Grundkurs: Frühbeginnender Englischunterricht

Übung

Do. 11.15-12.45, 14tägl., gerade Wochen, R. 10017

Der Kurs soll einen ersten Überblick über die laufende Fachdiskussion zum Englischunterricht an Grundschulen vermitteln. Die gegenwärtige Situation sowie verschiedene didaktische Konzepte werden skizziert. Vor allem aber versucht der Kurs, theoretisches Hintergrundwissen zu geben und ein Lernen und Spielen gleichermaßen berücksichtigende Grundlinie des Unterrichtens zu entwerfen. Diese zeichnet theoriegeleitetes Handeln vor, ohne es jedoch vorzuschreiben.

Hellwig, K. (1995) *Fremdsprachen an Grundschulen als Spielen und Lernen*, Ismaning: Hueber Verlag.

Maier, W. (1991) *Fremdsprachen in der Grundschule*, München: Langenscheidt Verlag.

Vale, D. and A. Feunteun (1996) *Teaching Children English*, Cambridge: Cambridge University Press.

Hoppe

English Phonetics and Oral Presentation

Übung

Di. 09.15-10.45, R. 7023

This course is a double period combining lecture and practical exercises. The theoretical introductions are presented in the context of a general theory of speech sounds (phonetics) and how they function in the language (phonology). The main areas for practice will include RP vowels and consonants, stress, intonation, linking, reduction and the pronunciation of short texts. Students will have to do oral presentations on phonetic topics.

Highly individualized recorded materials are available for the use at home. The course-book *Sounding Better* will prepare students for both the oral and written tests. It contains all of the necessary theory, a large number of exercises, a key, a glossary of phonetic terms, texts for transcriptions, and the texts of the recorded materials, which can be found on the CD accompanying the course-book or a greater part of it in the computer lab (S:\ZBEMediaFiles\Phonetics_Hoppe\MostImportantEnglishSounds.mp3).

Hoppe, R. (2004) *Sounding Better*, Aachen: Shaker-Wissenschaftsverlag (im Kurs erhältlich oder bestellbar).

A Pronouncing Dictionary. Recommendations in the course.

Fr. 13.15-14.45, R. 8023

This course is for students who want to learn how to study effectively in English. It is designed to extend the range of skills needed to begin and complete your studies successfully and to enhance your employment prospects. Structured and straightforward guidance is given on the following topics: note taking, gathering and using information, essay and report writing, oral presentation. An interactive approach enables you to find out for yourself which study techniques are best suited to your own way of working. The classes will be accompanied by handouts and bibliographical references.

Sprachpraxis

Towards Proficiency, A + B + C + D

Übung

Gruppe A (Schneider): Do. 15.15-16.45, R. 8023

Gruppe B (Hoppe): Mo. 13.15-14.45, R. 8023

Gruppe C (Hoppe): Mi. 13.15-14.45, R. 8023

Gruppe D (Adam): Di. 15.15-16.45, R. 8028

This course, together with a number of skill-orientated courses offered, helps the students to develop and improve their English up to the standards required in the exam. It enables them to maintain their progress in English and improve the specific aspects of English in which they are weakest. More precisely, the aims of the course are to build on the vocabulary that the students already know and increase their range of expression. 'Problem areas' of English Grammar are revised in order to increase the students' awareness of and sensitivity to degrees of appropriateness in their use of English. The students are encouraged to improve their English outside class by reading widely and practising it with native speakers and with each other. Last but not least, the students are made aware of the fact that they themselves are most responsible for their own progress. The material is organized in units, each of which is based on a different topic and contains a variety of exercises and activities, focussing on the knowledge and skills students require for their English studies. As they work through the material, they progressively revise and, at the same time, build up their level of proficiency.

Zur Anschaffung empfohlene Wörterbücher:

einsprachige Wörterbücher: *Oxford Advanced Learner's Dictionary of Current English* oder
Longman Dictionary of Contemporary English
 zweisprachige Wörterbücher: *Collins* oder *Langenscheidt* oder
Pons Deutsch-Englisch/Englisch-Deutsch

Bowen

Reading to Write, A + B

Übung

Gruppe A: Di. 11.15-12.45, R. 7023

Gruppe B: Mi. 15.15-16.45, R. 8023

This course aims to combine two interrelated skills: reading and writing. Ultimately, learning to write means learning to become an attentive reader. With this truism in mind, the course will help students learn how to read texts with an eye to improving their writing skills. Although the course deals with grammar, it is not a grammar course. Rather, it focuses on English at the level of sentences and paragraphs. As such, students will examine how authors form sentences and connect them into an integral whole. Using the knowledge acquired through reading and analyzing the week's reading material, students will practise their writing skills by forming their own sentences and paragraphs. Needless to say, students will also have the opportunity to discuss the content of the analyzed texts, which will be taken from a range of genres (journalistic, humoristic, academic, literary, etc.).

Hoppe

Listening Comprehension and Oral Production

Übung

Di. 13.15-14.45, R. 7023

The material is designed to give learners realistic practice in listening. The recordings concentrate on situations in which the person receiving the language can be primarily viewed as a listener. It is likely that you will want or need to listen to the news in English, listen to announcements, interviews, documentaries, lectures or speeches. The tapes are all examples of authentic language. The activities that you, as a listener, will be asked to carry out may be similar to situations outside the classroom. The listening practice provides an effective starting point for talks, comments, discussion or a role-play.

The emphasis is on overall comprehension, but sometimes also on understanding the exact details. The following methods will be used: pre-listening activities with explanation of words or text, listening for the gist or details, and after-listening activities. When talking about what you have heard you will have to use 'reported speech', this being the main grammar focus.

Adam

Reading and Discussion I

Übung

Fr. 09.15-10.45, R. 8023

The aim of this course is to further the development of your reading and speaking skills. You will have to read non-literary texts from a variety of fields at home, which will be accompanied by worksheets with different tasks. The texts will then be discussed in class. One of the main points is to expand your vocabulary and improve your debating skills.

Hoppe

Tense, Aspect, Correlation and Other Grammar Problems

Übung

Do. 11.15-12.45, R. 7023

This course is highly recommended to those students who feel that they should improve their grammar. The course will provide a lot of practice and discussion on topics such as word order, formation of questions, tense, aspect and correlation, passive voice, infinitive, -ing participle, -ing gerund, articles, complex sentences, etc.

One of the following grammar books should be in your possession. In accordance with your 'Fundamentals of Grammar' course we recommend one of the first two:

1. Leech, G and J. S. Svartvik (1992) *A Communicative Grammar of English*, London: Longman.
2. Greenbaum, S. and R. Quirk (1993) *A Student's Grammar of the English Language*, London: Longman.
3. Thompson, A.J. and A.V. Martinet (1990) *A Practical English Grammar*, Oxford: OUP.
4. Swan, M. (1992) *Practical English Usage. A Reference and Practice Book for Intermediate Students*, Cambridge: CUP.

Adam

Basic Writing Skills

Übung

Mi. 15.15-16.45, R. 8028

This is a controlled course which does not encourage the student, in the early stages, to attempt a lot of free expression. The principle animating the course is to give the student clear-cut quantities of interrelated material. In one compact system, the student is provided with core information on grammar, levels of formality, spelling, punctuation, word use and formation, composition and editing. Grammatical and other material appears in model texts before it is described and practised. In addition to regular preparation, the student will be expected to hand in a number of written assignments.

Vaughan

Oral Skills I, A + B + C + D

Übung

Gruppe A: Fr. 11.15-12.45, R. 8028

Gruppe B: Fr. 09.15-10.45, R. 8028

Gruppe C: Do. 15.15-16.45, R. 8028

Gruppe D: Do. 17.15-18.45, R. 8028

This course will develop your spoken English skills for use in a variety of contexts, particularly academic ones. We shall concentrate on the exchange of information, experience and impressions. The exercises will often be done in pairs and small groups. We shall also develop and practise the skills and techniques required to give an academic presentation.

Hauptstudium

Literaturwissenschaft

Mackenthun

The Novels of E.L. Doctorow: Writing as Despair and Revision

Hauptseminar

Di. 11.15-12.45, R. 8023

Perhaps no internationally acclaimed American writer of our own time is so univocally regarded as a 'political' writer as E.L. Doctorow. Categorized either as 'postmodernist' or as 'neorealist', Doctorow's novels use experimental strategies in order to shed light on the complexity and secret continuities of past events. Set in different historical periods (from the 1870s to 1990s), Doctorow's novels – coming-of-age stories, tales about love, despair and revenge, stories of political persecution and resistance – never recreate history as a linear narrative; instead they try to show up the multiple interconnections between times and places, thus instilling in us a sense of what Benjamin would call a 'past filled with the spirit of the present'. Demanding and provocative in their stylistic composition, these fictions at once offer us exquisite glimpses at chapters of American history which are today frequently forgotten or uncannily reenacted. Students are required to purchase four novels (internet bookstores, some on order at Weiland): E.L. Doctorow: *The Book of Daniel* (Plume Books, 1996; ISBN: 0452275660); *Ragtime* (Picador, 2001; ISBN: 0330288490); *Loon Lake* (Plume Books, 1996; ISBN: 0452275687); *City of God* (Penguin, 2001; ISBN: 0452282098). A small *Reader* with shorter texts to be purchased at Copy Team Brunnenhof. *Students in possession of the books will automatically be admitted to the course.*

Wallat

Themes in American Literature: The Journey

Hauptseminar

Do. 09.15-10.45, R. 229 (Hauptgebäude)

This seminar will survey the presentation of the road and the journey as background and theme in American literature. Participants will study traditional canonical literature from the late 18th Century to the present, including Thomas Jefferson's "Query IV" from *Notes on the State of Virginia*, Walt Whitman's "Song of the Open Road", Mark Twain's *The Adventures of Huckleberry Finn*, John Steinbeck's *The Grapes of Wrath*, Jack Kerouac's *On the Road* and Allen Ginsberg's "Howl". Background reading will focus on the long-standing critical debate on American rootedness and mobility as contributors to national identity and character.

A reader with primary and secondary texts, a selected bibliography and a list of topics for term papers will be provided at the beginning of the course.

Mark Twain, *The Adventures of Huckleberry Finn*

John Steinbeck, *The Grapes of Wrath*

Jack Kerouac, *On the Road*

Schmitt-Kilb

Othello: Text, Context, Criticism

Hauptseminar

Mo. 15.15-16.45, R. 8023

Apart from the exceptional literary status the tragedy holds in his oeuvre, hardly any of Shakespeare's plays has a more obvious contemporary relevance than *Othello*. Questions of gender, sexuality, race and status, which the play focuses on, are as important and contested today as 400 years ago. A meaningful approach to the text in the 21st century cannot do without some knowledge of historical and cultural co- and contexts. Therefore, the textual understanding based on close reading of several key passages will be accompanied by a look at relevant contemporary documents, the critical history and recent interpretations of the play. The course will be based on Edward Pechter's *Othello* which provides a critical edition of the text and most of the secondary material which we will need. Participants are expected to have read the complete text at the beginning of the course!

William Shakespeare, *Othello* (1601/02), ed. Edward Pechter (Norton Critical Edition), New York, London 2004.

This course qualifies for "ältere Literatur".

Klaus

**Kurzprosa des Modernismus
(von Conrad, Forster, Joyce und Woolf)**

Hauptseminar

Di. 13.15-14.45, R. 8023

"On or about December 1910 human nature changed", schrieb Virginia Woolf einmal ebenso prägnant wie überspitzt. Sie spielte damit an auf den Schock der Moderne, das veränderte Zeit- und Wirklichkeitsverständnis, bahnbrechende Seh- und Darstellungsweisen in Kunst und Literatur, befördert von neuen Technologien und Medien, getragen von einer Vielzahl künstlerisch-revolutionärer Bewegungen in den kulturellen Zentren Europas – alles vor der sich abzeichnenden Katastrophe des Ersten Weltkriegs, der die alte Welt zu Grabe trug.

Das Seminar möchte am Beispiel von vier Autoren die innovativen Gestaltungsprinzipien moderner Erzählkunst beleuchten.

Conrad, J. [1899], *Heart of Darkness*, Harmondsworth: Penguin Modern Classics.

Forster, E.M. [1905], *Where Angels Fear to Tread*, Harmondsworth: Penguin Modern Classics.

Joyce, J. [1914], "The Dead" [aus *Dubliners*], Harmondsworth: Penguin.

Woolf, V. [1925], *Mrs Dalloway*, Oxford: World's Classics.

Sprachwissenschaft

N.N.

Coherence

Hauptseminar

Do. 13.15-14.45, R. 8028

Coherence is a term that reflects our expectation that a text should 'make sense'. In this course, we look at questions related to this: When exactly do we feel that we understand a text? Is coherence in the text or is it something the user provides? Are there different types of coherence? What are the communicative areas that contribute to coherence? In order to discuss these questions, we use texts of different types as well as videos.

Literatur: Seminarreader

Ungerer

Linguistic Analysis of Literary Texts

Hauptseminar

Do. 11.15-12.45, R. 8023

The aim of the course is to explore how various linguistic approaches can be used for the analysis of literary texts. The methods covered will include structural analysis, conversation analysis (turntaking, preference and repair, etc), speech act analysis, conversational maxims and politeness strategies as

well as sociolinguistic aspects like gender and class. Presentations and papers will focus on one of the linguistic aspects considered including its application to passages of suitable text samples from the 17th century onwards. Participants are invited to suggest their own favourite genres and texts in the first class.

This course can be used to acquire the Schein in Sprachentwicklung/Sprachgeschichte. Bibliographical and technical aspects of the course will be negotiated in the first class.

N.N. **Symmetry and Power in Conversation** Hauptseminar

Mi. 09.15-10.45, R. 8023

What do we mean when we call a conversation 'asymmetrical'? What are the factors that establish symmetrical and asymmetrical phases? How useful are linguistic theories in describing these phenomena? The course introduces a number of linguistic models and various aspects, including institution, status, knowledge and gender, which will be used to analyse authentic communication.

Literatur: Seminarreader

N.N. **Linguistisches Repetitorium** Übung

Di. 15.15-16.45, 14tägl., gerade Wochen, HS 218 (Hauptgebäude)

Based on the discussion of previous written exams, this course aims at preparing participants for their final exam in linguistics (teachers, BA's, and *Magister*) by reactivating basic knowledge in the areas of phonetics, syntax, word-formation, text linguistics, and stylistics. This revision should also be helpful in the preparation for the oral part of the final exam.

A list of topics and tasks for discussion as well as a detailed reading list will be provided in the first session.

Kultur Großbritanniens und Nordamerikas

Rosow **Stuart Hall, Critical Theory and Cultural Studies** Hauptseminar

Mi. 17.15-18.45, R. 8023

Stuart Hall is often considered to be one of the founding fathers of British cultural studies. His work has been central to the formation and development of cultural studies as an academic 'discipline'. Yet, as will become clearer during this course, cultural studies is not an academic discipline quite like others. This course examines a representative selection of Hall's enormously influential, highly theoretical and intellectually demanding writings on cultural studies and its concerns. Thematically, these will include the uneasy relationship of cultural studies with marxism; postmodernism and the concept of 'New Times' in cultural and political thought; the development of cultural studies as an international and postcolonial phenomenon; and Hall's engagement with urgent questions of 'race', ethnicity and identity.

A reader with a selected bibliography and the list of topics for term papers will be provided at the beginning of the course.

Mackenthun **The Science of Man. Discourses of Ethnic Difference in the United States** Hauptseminar

Mi. 11.15-12.45, R. 8028

It is no coincidence that anthropology, the so-called science of man, was founded as a university discipline in the United States. After all, no other Western country has been characterized by a degree of cultural diversity comparable to that of American society. With the rise of the natural sciences in the mid-nineteenth century, and often seen as a reaction to the abolition of slavery and the resulting migration of African Americans to northern urban centers, American ethnographers and

anthropologists set out to determine scientific criteria for the differences between the 'races', thereby in fact creating the discourse of race, ever since evoked as an 'objective' category for explaining social inequality at home and for justifying foreign 'interventions'. Besides looking at the history and some of the original documents of American anthropological scholarship, we will also explore the extent to which the discourse of racial difference and white supremacy interacts with a discourse of difference between the sexes (the science of 'man' as being crucially determined by scientific knowledge about 'woman'); how at the end of the nineteenth century concepts of cultural difference between the 'races' were translated to society at large through theories of 'social darwinism'; and how the ideology of racial evolutionary hierarchy makes its uncanny returns in our contemporary period, for example in the Bell Curve theory. Students are required to purchase the *Reader* at Copy Team Brunnenhof.

Fachdidaktik und Vermittlungskompetenz

Garbe **Englischunterricht zwischen Vermittlung und Aneignung** Proseminar

Di. 09.15-10.45, R. 8023
(5./6. Semester)

Die Lehrveranstaltung vertieft die im Grundkurs vermittelten Prinzipien des Lehrens und Lernens anhand typischer Unterrichtssituationen und -materialien. Die Studierenden werden befähigt, diese zu analysieren, zu entwickeln und zu gestalten.

Garbe/Siebold **Literarische Texte im Englischunterricht** Hauptseminar

Mi. 09.15-10.45, R. 8023
LA für Gymnasien, 7./8. Semester

Die Textdidaktik muss vor allem die Fähigkeit fördern, verstehend nachzuvollziehen, was andere bewegt hat, ihre Aussage so zu machen, wie sie sie machen. Ein weiterer Aspekt dieser Arbeit sollte es sein, dass den Schülern bewusst wird, dass 'jemanden verstehen' nicht heißt, dass das Verstandene bzw. die Position des anderen auch gebilligt werden muss. Schließlich gehört zur Textdidaktik auch die Fähigkeit, sich selber und anderen durch sprachlich explizierende Formulierungen zu verdeutlichen, was die gegenseitigen Positionen sind. Im Mittelpunkt des Seminars stehen deshalb aktive Methoden im Umgang mit literarischen Texten, die eine stärker traditionelle Teilung in Analyse und Imagination, Intellekt und Emotion vermeiden sollen. Stattdessen werden begründete persönliche Reaktionen auf den Text gefördert, bei denen die Schüler (literatur-)kritische Gedanken und Empathie verbinden können. Dabei wird der Wert individueller Arbeit nicht unterschätzt, jedoch sollen die Schüler zu partizipatorischen und kooperativen Aktivitäten angehalten werden, um Bedeutungen des Textes zu entdecken und sich damit auseinander zu setzen.

Garbe **Spiele im Englischunterricht** Übung

Do. 09.15-10.45, R. 8028, 14tägl., gerade Wochen
Im Mittelpunkt der Übung stehen die zahlreichen Einsatzmöglichkeiten des Spiels im Englischunterricht. Die Teilnehmer lernen die gesamte Bandbreite der Arten und Typen des Spiels kennen. Die Darstellung und Diskussion der theoretischen Grundlagen wird ergänzt durch praktische Beispiele in typischen Unterrichtssituationen.

Garbe/Gall **Medieneinsatz im Englischunterricht** Übung

Do. 09.15-10.45, 14tägl., ungerade Wochen, R. 8028
Im Mittelpunkt der Übung steht die effektive Nutzung moderner Medien unter fachdidaktischem Aspekt. Die Teilnehmer lernen verschiedene Medien und deren unterschiedliche didaktische

Einsatzorte kennen, wählen sie entsprechend vorgegebener Unterrichtssituationen aus und erproben sie in Demonstrations- und Übungsphasen.

Garbe/Siebold

Planung und Analyse von Unterricht

SPÜ

Zeit und Raum nach Vereinbarung

LA für Gymnasium, Haupt- und Realschule

Die Schulpraktischen Übungen begleiten das Proseminar oder schließen sich ihm an. Unter Anleitung eines Fachdidaktikers sammeln die Studierenden erste unterrichtspraktische Erfahrungen. Diese beziehen sich auf die Planung konkreter Unterrichtsstunden, ihre Durchführung und die Analyse. Die Studierenden sollen in die Lage versetzt werden, in vorausgegangenen Lehrveranstaltungen gewonnene Erkenntnisse und Einsichten zur Gestaltung von Unterrichtsstunden zu nutzen. Darüber hinaus sollen sie lernen, Unterrichtsstunden oder einzelne ihrer Phasen unter verschiedenen, in jedem Fall aber wissenschaftlich begründeten Aspekten zu beobachten, zu protokollieren und zu analysieren. Auf dieser Grundlage üben sie, Unterrichten zu reflektieren und zu diskutieren.

Mindt, Dieter (1995), *Unterrichtsplanung Englisch für die Sekundarstufe I*, Stuttgart/Dresden: Klett Verlag.

Ur, Penny (1996), *A Course in Language Teaching*, Cambridge: Cambridge University Press.

Sprachpraxis

Jahnke

Translation English-German II, A + B

Übung

Gruppe A: Do. 11.15-12.45, R. 229 (Hauptgebäude)

Gruppe B: Do. 13.15-14.45, R. 229 (Hauptgebäude)

Lehramt

The main aim of this course is to further the students' development of translation skills on the basis of texts which are both authentic and wide-ranging in scope. The course activities are used to heighten the students' language awareness and to train them to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity). Special emphasis is placed on analysing style, tone and register of the texts selected. The material is also used to illustrate particular aspects of language and structure and to expand the students' vocabulary. The translations are compared, analysed and criticised in class.

A German-English/English-German Dictionary, a thesaurus, an English-English Dictionary

Bowen

Translation German-English, A + B

Übung

Gruppe A: Mo. 09.15-10.45, R. 8023

Gruppe B: Mo. 13.15-14.45, R. 8028

This course is designed to improve the students' German-English translation skills. Rather than focusing on translation theory, the course aims to give students practical insight into the translating process. In class, students will work on typical translation problems caused by grammatical, lexical, and cultural factors. Over and above class work, students will be expected to prepare a translation each week involving the skills addressed in the previous week's class. Since students will work on translations from a number of textual sources (e.g. literary, journalistic, academic), the course offers an excellent opportunity to develop a greater sensitivity to questions of genre and register in English. Moreover, as translating into English – perhaps more than any other activity – demands an intimate knowledge of the language, students will also be given the chance to hone their overall knowledge of the English language.

Bowen

Academic Writing, A + B + C

Übung

Gruppe A: Mi. 17.15-18.45, R. 8023

Gruppe B: Di. 15.15-16.45, R. 7023

Gruppe C: Di. 17.15-18.45, R. 8023

This course compliments the "Essay Writing" course offered in the Hauptstudium in that it focuses on the academic essay as a distinct genre, with its own structure, style, and register. To gain a greater sensitivity to these elements of academic writing, we will read selections from various academic texts which exemplify typical features of academic prose. On the basis of these weekly readings, we will discuss the elements of good academic prose and work toward putting these elements into practice. Particular attention will be paid to those elements of style that students have not had the chance to perfect (e.g. appositions, modifiers, parallelism, effective punctuation.) Alongside issues of structure and style, we will take a close look at the writing process, examining how one researches, uses references, and puts together an effective outline.

Schneider

Essay Writing

Übung

Mi. 13.15-14.45, R. 8028

This course is ideally suited for students who have already attended a writing course in the Grundstudium. Its aim is to further the development of the students' writing abilities. After a brief review of sentence and paragraph structure, the course will concentrate on techniques used e.g. in writing descriptions, argumentation, as well as persuasion. In addition, students will also learn to analyse a topic, to develop a structure for their ideas, and will be guided in editing essays to meet criteria appropriate to Hauptstudium level.

Students will complete several longer essays for marking as well as shorter homework assignments.

Schneider

Grammar, Idiom and Style

Übung

Di. 13.15-14.45, R. 8028

This course is intended for those students who perhaps seek a last opportunity to improve or brush up their general English in order to be better prepared for their final exams. It provides a variety of activities and exercises which develop various language skills: reading, oral communication, writing as well as vocabulary, use of English, advanced grammar and style. A proportion of class time will be spent on student-led activities such as discussions and presentations.

Beery

Oral Skills II, A + B

Übung

Gruppe A: Fr. 11.15-12.45, R. 8023

Gruppe B: Fr. 13.15-14.45, R. 8028

This course will develop your spoken English skills for use in a variety of contexts, particularly academic ones. We shall concentrate on the exchange of information, experience and impressions. The exercises will often be done in pairs and small groups. We shall also develop and practise the skills and techniques required to give an academic presentation.

N.N.

Reading and Discussion II

Übung

Mi. 13.15-14.45, HS 315 (Hauptgebäude)

One of the aims of this course is to further the development of reading skills. Mainly literary but also some non-literary texts and various kinds of worksheets provide the basis for the course. Students will have to study the texts, answer questions, prepare short talks and discuss problems. The course is thus also designed to expand the students' vocabulary and knowledge of grammar, as well as develop their ability to argue and reason. The students will have to prepare the texts in advance.

Änderungen Lehrangebot Sprachwissenschaft

Die in den Semesterinformationen im Bereich Sprachwissenschaft angekündigten Lehrveranstaltungen können leider nicht in der ursprünglich vorgesehenen Form durchgeführt werden. Abweichend vom Wortlaut der Semesterinformationen gilt nun folgendes **Lehrangebot mit Stand vom 15.3.2005**:

Aktualisiertes Lehrangebot Sprachwissenschaft

Vorlesungen und *Lecture courses*

VL	Historical and Typological Aspects of English: an Introduction	Ungerer	Di., 15.15-16.45	R. 218
LC	Geographical and Social Varieties of English	Bös	Do., 15.15-16.45	HS 315 (Raumänderung)
LC	Fundamentals of Grammar	Garbe	Mo., 09.15-10.45	HS 3
LC	Spracherwerb und Englischunterricht	Siebold	Do., 09.15-10.45	HS 315

Aufgrund des erweiterten Proseminarangebots ist der Erwerb von Leistungsscheinen in den *lecture courses* **Geographical and Social Varieties** (Bös), **Spracherwerb und Englischunterricht** (Siebold) nur in Ausnahmefällen und nach Voranmeldung möglich.

Grundstudium

ERWEITERTES PROSEMINARANGEBOT!!!

PS	Old English – An Introduction	Adler	Fr., 11.15-12.45	HS 14 (Raumänderung)
PS	The Structure of Words and Word Formation	Buchholz	Do., 07.30-09.00	R. 8028
PS	An Introduction to Speech Act Theory	Buchholz	Fr., 07.30-09.00	R. 8023
PS	Politeness in English, Gruppe A	Schmidt	Mo., 17.15-18.45	R. 8028
PS	Politeness in English, Gruppe B	Schmidt	Do., 13.15-14.45	R. 8028

Weitere Kurse

Ü	Grundkurs Sprachwissenschaft	Ungerer	Mi., 09.15-10.45	R. 229
Ü	Phonetics and Phonology, Gruppe A	Hoppe	Do., 09.15-10.45	R. 7023
Ü	Phonetics and Phonology, Gruppe B	Hoppe	Mi., 11.15-12.45	R. 7023
Ü	Additional Phonetic Exercises	Hoppe	Di., 08.00-08.45	R. 7023

Hauptstudium

**SONDERREGELUNG
FÜR DEN ERWERB VON TEILNAHMESCHEINEN IM SS 2005!!!**

HS	Analysing Print Media	Bös	Mi., 09.15-10.45	R. 8023
HS	The Lexicon of English: Structure, Storage, Change	Ungerer	Fr., 09.15-10.45	R. 8023
HS	Linguistic Analysis of Literary Texts	Ungerer	Do., 11.15-12.45	R. 8028
Ü	Linguistisches Repetitorium	Ungerer	Di., 15.15-16.45 (14-tägl., gerade Wochen)	R. 218
Ü	Vorbereitungsveranstaltung: Symposium Language and Identity	Bös	nach Vereinbarung	

Um trotz des knappen Angebots allen Studierenden den Erwerb der von Ihnen benötigten Scheine im Hauptstudium zu ermöglichen, gilt folgende Regelung:

Zu den Hauptseminaren werden bevorzugt Studierende zugelassen, die **Leistungsnachweise** erwerben wollen.

Lehrangebot -- Hauptstudium

Teilnahmebescheinigungen für maximal 2 SWS können auch durch *Guided Library Work* erworben werden, d.h. die Lektüre vorgegebener linguistischer Texte und die schriftliche Bearbeitung von Fragen zu diesen Texten (im Umfang von 1500 Wörtern). Für diese Option ist ebenfalls eine Einschreibung (01.04.2005, R. 8013) erforderlich. Details werden dann per E-Mail mitgeteilt.

Anmerkung

Es ist geplant, dass Prof. Ungerer im SS 2005 nochmals die Aufgaben der Professur für Sprachwissenschaft wahrnimmt (Lehrveranstaltungen, Prüfungen, fachliche Beratung).

Sprechstunden von Prof. Ungerer im SS 2005:

Mi 11.30 - 12.30 Uhr

Fr 11.00 - 12.00 Uhr

Zeitänderung Sprachpraxis

Der Kurs von Frau **Adam**, *Reading and Discussion I* wird von Fr. 9.15 - 10.45 verlegt auf **Do 11.15 - 12.45, R. 8023**.