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FACULTY OF ARTS AND HUMANITIES

UNIVERSITY OF COLOGNE

OFFICE OF THE DEAN

MODULE GUIDE

LINGUISTICS

SINGLE-SUBJECT MASTER OF ARTS

ACCORDING TO THE EXAMINATION REGULATIONS FOR MASTER'S DEGREES AT THE FACULTY OF ARTS AND HUMANITIES

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Abbreviations

AM	Advanced Module
BM	Basic Module
C	Course
CEFR	Common European Framework of Reference
CM	Complementary Module
CP	Credit Point
CT	Contact time (= time spent in class)
EC	Elective course
ER	Examination regulations
HPW	Hours per week
MC	Mandatory course
PAT	Preparation and assignment time
Sem	Semester
SM	Specialization Module
SSt	Self-Study
SuSe	Summer semester
WiSe	Winter semester
WL	Workload

Table of Contents

1 The Linguistics Program (Single-Subject Master of Arts)

The discipline of linguistics studies language structures and competences from a range of perspectives using different methods. Because the comprehension of language involves cognitive, social, cultural, biological and physical aspects, the discipline of linguistics lies at the interface of the fields of life sciences, social sciences and the humanities.

The Cologne Single-Subject Master's Degree in Linguistics is research-oriented and combines thorough training in methods and theories with the following seven specializations:

General Linguistics
English Linguistics
Historical-Comparative Linguistics
Phonetics
Slavic Linguistics
Sign Language Linguistics
African Linguistics

As well as courses offered by the above mentioned institutes, the students can take classes at the following seven institutes, the variety and number of which may well be unique within Europe.

Computer Linguistics
Dutch Linguistics
Finnish Linguistics
German Linguistics
Romance Linguistics
Writing Acquisition Studies
Language Acquisition and Language (Development) Impairment Studies
Language Processing Studies (Psycholinguistics and Neurolinguistics)

The Single-Subject Master's Degree in Linguistics is administered by the Cologne Center of Language Sciences, in which all linguistic departments and chairs at the University of Cologne are organized.

1.1 Curriculum, Goals and Prerequisites

The curriculum of the Single-Subject Master's Degree in Linguistics reflects the following analysis of the discipline and the following demands on the academic and non-academic workforce:

Linguistics is an empirical subject in which one gathers data through three principal methods: speaker interviews (elicitation, questionnaires), experiments, and corpora of natural language utterances (spontaneous speech, texts). Students are instructed in the advantages and disadvantages of these types of data and learn to evaluate their relevance for theoretical claims. Students also gain sufficient experience in at least one investigative method to implement surveys of their own.

The field of linguistics is hypothesis-driven; its theories and models include non-linguistic aspects of human cognition and social interaction. Students receive thorough training in the most important theoretical concepts and models as well as their relevance for the understanding of human language, cognition and society.

The linguistic sector of the academic job market is characterized by a steadily advancing specialization in the area of research, while broader competences are required in teaching. The Cologne degree program addresses these contrary tendencies by combining Profile Modules geared towards specific academic careers with Advanced Modules offering training in all available fields, providing the extraordinary opportunity to acquire broad and varied methodical and theoretical competences.

The language-oriented sector of the non-academic job market (language diagnostics and therapy, publishing, journalism, information technology, etc.) is equally subject to the opposing trends of specialization and versatility. Our degree program addresses these developments as well, though most areas of employment will require students to complete internships and, in some cases, additional training. Students are given the opportunity to attain up to 24 CP for internships and comparable extracurricular activities in the Complementary Modules, enabling them to begin gathering experience in prospective fields of employment in the course of their studies.

All specializations aim to include students in current research projects early on and to enable them to develop and execute projects of their own. As well as strictly linguistic competences, students also establish general research methodology and the ability to convey complex issues in a cogent and convincing manner in the written and spoken mediums.

Requirements:

The Master's in *Linguistics* is open to all who have attained a Bachelor's or comparable degree in *linguistics, phonetics, language studies* (German, English, etc.) or any other comparable or associated field (musicology, psychology, communication studies, physics). At least 20 CP relevant to the field of linguistics are required – special conditions may be arranged.

Additionally, we require competence in English equal to the level B2 of the Common European Framework of Reference (CEFR).

1.2 Structure of the Program

Students are encouraged to begin choosing a specialization during the application phase. After admission, their subject advisor will accompany them throughout their studies and consult them when making program-related decisions. Switching specializations (and advisors) is possible, though switching after the first semester of studies will necessarily extend studies.

Mandatory elements of the program are:

- Advanced Modules AM 1 and AM 2 (*Empirical Methods* and *Theories and Models*, respectively),
- Specialization Module SM 1, relativized to the chosen study profile,

- and the Master's Thesis, which is composed in the chosen profile.

Most courses in the two initial Advanced Modules should be completed in the first semester, during which students should also finalize their choice of specialization. The Specialization Module then forms the core of the second semester. The fourth semester is reserved entirely for thesis writing. Additionally, students are required to take elective courses during the first three semesters.

The elective section of the degree comprises four modules, at least one of which – and no more than two – must be one of the two available Complementary Modules. Depending on the student's interests, several options are thus available for the elective section:

- Specialization Module 2 (Research Module), two further Advanced Modules (choosing from AM 3-7) and one Complementary Module
- Specialization Module 2 (Research Module), a further Advanced Module (choosing from AM 3-7) and two Complementary Modules

These options are intended for students willing to distinguish themselves in research in their chosen specialization and to undertake intensive preparation for their thesis project. Replacing one Advanced Module by a second Complementary Module allows students to focus on interdisciplinary aspects.

Further options are:

- three Advanced Modules (out of AM 3-7) and one Complementary Module
- two Advanced Modules (out of AM 3-7) and two Complementary Modules

These options are intended for students whose profile requires taking further courses, for instance instruction in a language. Replacing one Advanced Module by a second Complementary Module allows students to either highlight interdisciplinary aspects, as above, or gain experience in non-academic fields (by doing internships etc.).

All students are encouraged to spend at least one semester abroad. All CP earned abroad count towards a student's degree in Cologne, typically by being incorporated into the Advanced or Complementary Modules. Second and third semesters are best suited for study abroad.

1.3 CP Overview

The degree program comprises eight modules. The M.A. thesis is equivalent to one module; six modules are typically assigned to linguistics proper and one to complementary studies, allowing for interdisciplinary studies, development of "key" skills (presentation, moderating a talk, language courses), time abroad and internships, which students organize independently.

CP Overview		
Core Studies	minimum/maximum	66/78 CP
Complementary Studies	minimum/maximum	12/24 CP

Thesis	30 CP
Total	**120 CP**

The following table gives a condensed overview of the program's structure:

1st/2nd semester: mandatory courses 27 CP
AM 1: Empirical Methods + AM 2: Theories and Models
2nd/3rd semester: profile composed of mandatory + elective courses 81 CP
Profile Module 15 CP (SM 1) + Research Module 12 CP (SM 2) + 2 further Advanced Modules* of 12 CP each OR Profile Module 15 CP (SM 1) + 3 further Advanced Modules* of 12 CP each PLUS Thesis 30 CP
4th semester: Thesis (s. above)
1st to 3rd semester: Complementary Modules 12 CP

*One Advanced Module can be replaced by a further Complementary Module.

1.4   CP Overview by Semester

The option incorporating one Research Module (SM 2) and one Complementary Module is shown. For other options see below, 3.1.

CP Overview				
Sem.	Module	K	VN	CP
1.	AM 1: Empirical Methods	90	270	12
1./2.	AM 2: Theories and Models	120	330	15
	Third AM (chosen from AM 3-AM 6f)	90	270	12
2./3.	Fourth AM (chosen from AM 3-AM 6f)	90	270	12
	CM of choice	60/120	240/300	12
	SM 1 Profile Module	90	360	15
	SM 2 Research Module	30	330	12
4.	Thesis		900	30

1.5   Calculation of Final Grade

The core grade is composed of the module exams in SM 1 (40 %) and the student's two highest-graded Advanced Modules (30 % each). A module exam is considered passed if the respective assignment received the passing grade "ausreichend" (4,0).

Differently from other degree programs at the Faculty of Arts and Humanities, the final grade is the combination of the thesis grade (50%) and the core grade (50%). Consequently, the final grade highlights a student's achievements in their chosen specialization (as reflected by their thesis and Profile Module grades). A student's thesis is expected to be of significant importance for future employment, especially in the academic environment, and relevant in the application process. This is reflected in the relatively high emphasis placed on the thesis throughout the program. Students are to consider the thesis their masterpiece, which should clearly highlight their skills and interests.

2   Module Descriptions and Tables

Note: In accordance with § 15 Sec. 2 of the Faculty examination regulations, "assignments" are to take the following forms: electronic exams, essays, exercises, term papers, presentations, class transcripts, reviews, test exams, written statements and similar formats.

The course type "seminar" includes Advanced Seminars ("Hauptseminar" and "Oberseminar"), as well as "Forschungsklassen" and "-kolloquien".

2.1   Advanced Modules

Advanced Modules are intended to expand students' knowledge and skills in their cognitive and functional dimensions. AM 1 and AM 2 are mandatory modules assuring all students acquire methodological and conceptual skills at the M.A. level. The other AMs are Elective Modules allowing students to cultivate their own interests and develop a profile.

Courses offered in the AMs serve both to introduce skills and competences not available at the B.A. level and to further develop existing skills. Subsequently, both introductory courses and more specific classes requiring prior knowledge are offered.

Advanced Module 1: Empirical Methods					
Identification no. 4554TMXAM1	**Workload** 360 h	**Credit Points** 12CP	**Suggested semester** 1st/2nd sem.	**Module offered** WiSe/SuSe	**Duration** 1 semester
1	**Classes** 3 classes out of a)-d) are required OR 1 class out a)-c) and class e) a) Lecture Empirical Methods b) Seminar Empirical Methods 1 c) Seminar Empirical Methods 2 d) Project Seminar Methods A e) Project Seminar Methods B f) Module examination (written)		**Contact time** 30 h 30 h 30 h 30 h 60 h	**Self-study** 60 h 60 h 60 h 60 h 120 h 90 h	**Planned group size** Lecture: 100 students Seminar: 30 students Project Seminar: 15 students
2	**Goals of the module and competences developed** The module is intended to expand and develop existing knowledge of the empirical basics of linguistics, focusing on methodological aspects. Students gain a systematic overview of the great variety of methods used in contemporary linguistics and their theoretical backgrounds. Students put their skills to practice and are able to perform linguistic data collection in at least one of the three main methods (speaker interviews, experiments, corpus design and evaluation).				
3	**Contents** • Linguistics as an empirical field of study: which types of evidence are there and for which research questions are they particularly relevant? Which cognitive, cultural and situational factors influence language behavior and need to be addressed when gathering linguistic data? • Principal methods of data collection: speaker interviews, linguistic experiments, corpus design and annotation (written language, spontaneous language (audio/video), historical corpora, dictionaries). • Principal methods of data editing and evaluation: statistical methods, data bases, (computer-assisted) annotation, qualitative analyses. The lecture provides a systematic overview of current methods and their advantages and disadvantages as well as commenting on their historical context. The seminars serve to critically reflect theoretical backgrounds and applicability of select methods on the basis of current research papers. Existing data sets (corpora, data bases) are presented and students are trained in their practical application. Project seminars allow students to practice data collection methods (for instance by assisting in an experiment, extracting data from corpora, field work, statistics courses).				
4	**Forms of teaching and learning** Lecture, seminar, project				
5	**Module prerequisites**				

	none		
6	**Module examination form**		
	Written exam: term paper (2500-3000 words) either condensing the results of the project seminar's data collection or discussing a data-relevant issue from a seminar.		
7	**Requirements for credit point allocation**		
	Participation in project (if applicable), completion of assignments, passing the module exam		
8	**Use of this module (in other degree programs)**		
	Mandatory module; also offered in the Double-Subject-Master's Program *Linguistics and Phonetics*.		
9	**Bearing of module grade on core grade**		
	30%, if one of the two highest-graded Advanced Modules.		
10	**Responsible for this module**		
	Chair of Phonetics/PD Dr. D. Mücke		
11	**Further Information**		

Advanced Module 2: Theories and Models					
Identification no.	**Workload**	**Credit Points**	**Suggested semester**	**Module offered**	**Duration**
4554TMFAM2	450 h	15CP	1st/2nd sem.	WiSe/SuSe	2 semesters

1	**Classes** 3 classes out of a)-d) are required: a) Lecture Theories and Models b) Seminar Theories and Models 1 c) Seminar Theories and Models 2 d) Seminar Theories and Models 3 e) Module examination (written)		**Contact time** 30 h 30 h 30 h 30 h	**Self-study** 60 h 60 h 60 h 60 h 180 h	**Planned group size** Lecture: 100 students Seminar: 30 students
2	**Goals of the module and competences developed**				
	Students have a deep understanding of current theoretical discussions in linguistics and have familiarized themselves with principal issues in research and their historical relevance. They have gained skills required to follow and actively participate in linguistic discussions.				
3	**Contents**				
	• Language and grammar theory: the notion of structure as characteristic of linguistic approaches to language (as against other approaches); universality and diversity of language structures and their appropriate modelling; categoriality and gradience of language structures; multilingualism; comparison of current grammatical models				

	• Language acquisition theory: first and second language acquisition; written language acquisition • Theories of language change and contact: models of areal and genetic relations, theories of language change (phonological, morphosyntactical, and semantic levels of grammar) • Language and cognition: language processing, biological fundaments of speech, social cognition and its reflexes in language • Language and society: social aspect of multilingualism, coevolution of language and culture, social determinants of language variation, language politics The lecture gives a systematic overview of current theoretical discussions. The seminars serve to critically reflect theoretical backgrounds of the sub-fields listed above on the basis of current research papers.
4	**Forms of teaching and learning** Lecture, seminar
5	**Module prerequisites** None
6	**Module examination form** Written exam: term paper (4500-5000 words) treating theoretical issues of one of the seminars.
7	**Requirements for credit point allocation** Completion of assignments, Passing the module exam
8	**Use of this module (in other degree programs)** Mandatory module; also offered in the Double-Subject-Master's Program *Linguistics and Phonetics*.
9	**Bearing of module grade on core grade** 30%, if one of the two highest-graded Advanced Modules.
10	**Responsible for this module** Chair of German Linguistics
11	**Further Information**

Advanced Module 3: Linguistic Evidence

Identification no.	Workload	Credit Points	Suggested semester	Module offered	Duration
4554TMFAM3	360 h	12CP	2nd/3rd sem.	WiSe/SuSe	2 semesters

1	Classes		Contact time	Self-study	Planned group size
	3 classes out of a)-c) are required OR				Seminar: 30 students

	1 class out of a)-b) and d).	30 h	60 h	Project seminar: 15 students
	a) Seminar Linguistic Evidence 1	30 h	60 h	
	b) Seminar Linguistic Evidence 2	30 h	60 h	
	c) Project seminar Linguistic Evidence A	60 h	120 h	
	d) Project seminar Linguistic Evidence B		90 h	
	e) Module examination (written)			
2	**Goals of the module and competences developed**			
	The module gives students who are particularly interested in issues of methodology the opportunity to further advance their competences in this area, including working with methods and empirical phenomena they lack experience in.			
	Students possess thorough training in data types and elicitation methods which they can evaluate. They can assess critically what data collection methods are suitable for a specific research question.			
	Additionally, students that were unable to fully familiarize themselves with empirical and methodical aspects of linguistics in their undergraduate studies are enabled to explore methods and empirical areas they have not yet encountered.			
3	**Contents**			
	The seminars and project seminars in this module are more geared towards linguistic subfields and levels of linguistics that are more specific than those in AM1, offering specialized introductions to phenomena and methods particularly relevant to said fields, including courses on neurolinguistic, semantic, pragmatic and prosodic data collection, learner data, corpus linguistics, language documentation, etc.			
	The focus of the seminar is placed on instruction in empirical and theoretical issues: students are familiarized with authoritative publications and discuss the development of hypotheses and the plausibility of presented evidence. The project seminars highlight practical work with linguistic data, technical survey instruments (such as EEG, EPG, audio and video recordings, reaction time measurement) and digital resources (multimedia archives, data bases, annotation tools).			
4	**Forms of teaching and learning**			
	Seminar, project			
5	**Module prerequisites**			
	None			
6	**Module examination form**			
	Written exam: term paper (2500-3000 words) either condensing the results of the project seminar's data collection or discussing a data-relevant issue from a seminar.			
7	**Requirements for credit point allocation**			
	Participation in project, completion of assignments, passing the module exam			
8	**Use of this module (in other degree programs)**			
	Elective module; also offered in the Double-Subject-Master's Program *Linguistics and Phonetics*.			
9	**Bearing of module grade on core grade**			
	30%, if one of the two highest-graded Advanced Modules			

10	Responsible for this module
	Chair of English Linguistics

11	Further Information

Advanced Module 4: Language and Grammar Theory					
Identification no.	**Workload**	**Credit Points**	**Suggested semester**	**Module offered**	**Duration**
4554TMFAM4	360 h	12 CP	2nd/3rd sem.	WiSe/SuSe	2 semesters

1	**Courses**		**Contact time**	**Self-study**	**Planned group size**
	a) Seminar Language and Grammar Theory 1		30 h	60 h	30 Students
	b) Seminar Language and Grammar Theory 2		30 h	60 h	
	c) Module examination (written)			180 h	

2	**Goals of the module and competences developed**
	The module gives students particularly interested in theoretical issues the opportunity to further advance their competences in this area, including working with theoretical approaches and models they lack experience in.
	Students have an in depth-knowledge of the theoretical landscape in linguistics. They can discuss linguistic phenomena in more than one grammatical framework and can critically assess different approaches evaluating their strengths and weaknesses.
	Additionally, students that were unable to fully familiarize themselves with theoretical aspects of linguistics in their undergraduate studies are enabled to fill remaining knowledge gaps.

3	**Contents**
	The seminars and project seminars in this module are more geared towards specific theoretical areas and models than those in AM2, offering courses on specific subfields such as argument structure, phrase structure, information structure, intonation, graphematics, implicatures, control theory, morphological paradigms, etc.
	Specific models and analytical approaches treated include: formal semantics, semantic cartography, optimality theory, generative grammar, non-derivational models of grammar, exemplar-based models, conversation analysis, grammaticalization theory etc.

4	**Forms of teaching and learning**
	Seminar

5	**Module prerequisites**
	None

6	**Module examination form**
	Written exam: term paper (4500-5000 words) treating theoretical issues of one of the seminars.

7	**Requirements for credit point allocation**

	Completion of assignments, passing the module exam.
8	**Status of this module (in other degree programs)**
	Elective module; also offered in the Double-Subject-Master's Program *Linguistics and Phonetics*.
9	**Bearing of module grade on core grade**
	30%, if one of the two highest-graded Advanced Modules
10	**Responsible for this module**
	Chair of German Linguistics
11	**Further information**

Advanced Module 5: Language Structures

Identification no.	Workload	Credit Points	Suggested semester	Module offered	Duration
4554TMFAM5	360 h	12 CP	2nd/3rd sem.	WiSe/SuSe	2 semesters

1	**Courses**		**Contact time**	**Self-study**	**Planned group size**
	3 classes out of a)-d) are required.				
	a) Lecture Language Structures		30 h	60 h	Lecture: 100 students
	b) Seminar Language Structures 1		30 h	60 h	
	c) Seminar Language Structures 2		30 h	60 h	Seminar: 30 students
	d) Seminar Language Structures 3		30 h	60 h	
	e) Module examination (written)			90 h	
2	**Goals of the module and competences developed**				
	Students intensively study a field of linguistic phenomena, typically from a comparative perspective (within a language family, a language area or in worldwide comparison). Upon completion, students are able to appraise these phenomena in speech and writing, ascertain their relevance for language theory and critically reflect methodical aspects of language comparison.				
3	**Contents**				
	The lecture provides overviews of language families and language areas centering on specific phenomena (such as *discourse structures in Romance languages*, *prosodic systems in Papua New Guinea*). The seminars employ publications and corpus to compare and discuss language structures. Possible topics include: *diatheses in Slavic languages*, *classifiers*, *structural particularities of Latin American Spanish*.				
4	**Forms of teaching and learning**				
	Lecture, seminar				
5	**Module prerequisites**				
	None				

6	**Module examination form**
	Written exam: term paper (2500-3000 words) treating theoretical issues of one of the seminars
7	**Requirements for credit point allocation**
	Completion of assignments, passing the module exam
8	**Status of this module (in other degree programs)**
	Elective module; also offered in the Double-Subject-Master's Program *Linguistics and Phonetics*.
9	**Bearing of module grade on core grade**
	30%, if one of the two highest-graded Advanced Modules.
10	**Responsible for this module**
	Chair of Romance Linguistics
11	**Further information**

Advanced module 6G: Practical Courses in African Languages

Identification no.	Workload	Credit Points	Suggested semester	Module offered	Duration
4501CBFBM2	360 h	12 CP	1st/2nd sem.	WiSe/SuSe	2 semesters

1	**Courses**		**Contact time**	**Self-study**	**Planned group size**
	Choose two courses in the same language, either a) and b) or e) and f)				Seminar: 25 students
	a) Practical Course Swahili I		60 h	60 h	
	b) Practical Course Swahili II		60 h	60 h	
	c) Practical Course Egyptian I		60 h	60 h	
	d) Practical Course Egyptian II		60 h	60 h	
	e) Practical Course Hausa I		60 h	60 h	
	f) Practical Course Hausa II		60 h	60 h	
	g) Examination: Oral exam			120 h	
2	**Goals of the module and competences developed**				
	Students acquire a basic knowledge of an African language and are able to cope with simple conversations and texts.				
3	**Contents**				
	The basic practical language modules offer introductory courses in Swahili and Hausa, of which students choose one. It should be noted that Swahili and Hausa are offered every semester. Basically all o are structured in the same way, concentrating on language acquisition in grammar lessons. In addition, reading exercises, conversation exercises, as well as regular learning controls (tests,				

	dialogue exercises) are added as language competence progresses. After completion of the basic module, students will have basic knowledge of grammar in an African language.
4	**Forms of teaching and learning** Language course
5	**Module prerequisites** None
6	**Module examination form** Oral test (20 minutes) in the chosen language.
7	**Requirements for credit point allocation** Participation in language courses; academic achievements; passing the module examination
8	**Status of this module (in other degree programs)** Compulsory module in the Bachelor's programme "Languages and Cultures of Africa", open for the Master's programme "Culture and Environment in Africa" and "Intercultural Communication" as well as in the Bachelor's and Master's programme "Ethnology"
9	**Bearing of module grade on core grade** 30% if it is one of the two best graded upgrade modules.
10	**Responsible for this module** Akademische Rätin Afrikanistik
11	**Further information** Attending language course II is only possible after language course I.

2.2 Specialization Modules

Specialization Module 1 serves to develop a student's own profile from among current specialization areas in linguistics, typically in conjuncture with Specialization Module 2 or a language instruction module. The following areas are offered:

- 1a General Linguistics
- 1b English Linguistics
- 1f Historical-Comparative Linguistics
- 1h Phonetics
- 1k Slavic Linguistics
- 1n Sign Language Linguistics
- 1o African Linguistics
- 1p Discourse Studies

Students are required to choose one of these seven profiles, which is later included in the final transcript. The choice of profile also determines the area the thesis is written in, meaning that the thesis supervisor will stem from the respective area.

Specialization Module 1 focusses on scientific competence in its cognitive, functional and methodological dimensions, providing theoretical knowledge, profile-specific methodic competence, as well as the ability to think and act in a scientifically competent manner in both academic and non-academic contexts.

Specialization Module 2 consists of the execution of a student's own research project under supervision and serves as preparation for the thesis. The module is offered in three different types from which students may choose, after consultation with their advisor:

      2a   research project A: colloquium
      2b   research project B: laboratory work
      2c   research project C: directed reading

The type of Research Module (Specialization Module 2) is chosen depending on the student's choice of profile, their prior knowledge and the planned research project.

The type *Colloquium* centers on the students developing a research question, organizing their work, and then orally presenting their research. The colloquium, where fellow graduate students present and discuss their ideas, work and difficulties provides students with impulses for their own work, but especially the chance to critically evaluate their own work by comparing it with others'. This type of Research Module is particularly relevant for research projects and specializations that do not principally rely on experimental data collection.

The type *Laboratory work* focusses on the planning and execution of an experiment under supervision. The development of a research question typically entails the choice of test subjects, the employment of technology for data collection as well as the method of (statistical) evaluation. This type is mostly relevant for projects which require gathering data by experiments.

The type *Directed Reading* focusses on reading required to successfully execute a research project, which naturally also forms part of the other Research Module types. This type is recommended in two cases: firstly, in case the planned project requires more than the average amount of reading, such as a research question dealing with the history or philosophy of science; secondly, in case the student needs to catch up on reading due to switching specializations between undergraduate and graduate studies.

All three types of Research Module serve both to expand students' knowledge and to develop cognitive skills, especially self-reliance and social competence (accordingly to a lesser degree in the *Directed Reading* type).

Specialization Module 1A: Profile Module General Linguistics					
Identification no. 4554TMFS1A	**Workload** 450 h	**Credit Points** 15 CP	**Suggested semester** 2nd/3rd sem.	**Module offered** WiSe/SuSe	**Duration** 2 semesters
1	**Courses** a) Seminar Profile Module GL 1 b) Seminar Profile Module GL 2 c) Project seminar Profile Module GL d) Module examination (term paper)		**Contact time** 30 h 30 h 30 h	**Self-study** 60 h 60 h 60 h 180 h	**Planned group size** Seminar: 30 students Project seminar: 15 students
2	**Goals of the module and competences developed** Students are able to comprehend and critically reflect on current issues in the area of General Linguistics and develop their own research questions. Special consideration is given to an advanced understanding of methodical problems at the interface of theory and empirical studies and conceptual problems in the development of linguistic theory. Students can initiate and participate in scientific discussions, present theoretical positions in a precise manner, both orally and in writing, and are trained in techniques used to evaluate empirical claims. These skills are typically applied when working in groups, thus promoting scientific teamwork.				
3	**Contents** The seminars treat issues of adequate theoretical modelling of linguistic diversity on a broad, cross-linguistic basis: Why do different languages exist? How different can languages be and which structural properties typically correlate? How and why do languages change? Why are some structural phenomena widespread and others rare? To what extent do structural options reflect cognitive and cultural predispositions? Along with general linguistic and grammar-related positions, the seminars focus on theories and methods of typology and research into language universals, cognitive anthropology, language change and contact issues, as well as discourse and conversation analysis. In the project seminar, language comparison is put into practice on the basis of data from language documentation and grammars. In the case that some students have already gathered their own data, analytical issues related to these collections are discussed.				
4	**Forms of teaching and learning** Seminar, project				
5	**Module prerequisites** None				
6	**Module examination form** Written examination: term paper (5000 words) on a subject from one of the seminars.				
7	**Requirements for credit point allocation** Project participation, completion of assignments, passing the module exam.				
8	**Status of this module (in other degree programs)**				

	Elective module; also offered in the Double-Subject-Master's Program *Linguistics and Phonetics*.
9	**Bearing of module grade on core grade** 40%
10	**Responsible for this module** Chair of General Linguistics
11	**Further information** It is recommended students complete AM 1 and/or AM2 beforehand.

Specialization Module 1B: Profile Module English Linguistics					
Identification no.	**Workload**	**Credit Points**	**Suggested semester**	**Module offered**	**Duration**
4569TMFS1B	450 h	15 LP	2nd/3rd sem.	WiSe/SuSe	2 semesters

1	**Courses**	**Contact time**	**Self-study**	**Planned group size**
	a) Lecture Profile Module EL	30 h	30 h	Lecture: 100
	b) Advanced Seminar (Hauptseminar) Profile Module EL	30 h	60 h	Seminar: 30
	c) Advanced Seminar (Oberseminar) Profile Module EL	30 h	60 h	Colloquium: 30
	d) Colloquium (Prüfungskolloquium)	30 h	60 h	
	e) Module examination (term paper)		120 h	

2	**Goals of the module and competences developed**
	The module enables students to understand and contemplate current research questions as well as to develop their own questions within the field of English linguistics. Students, therefore, acquire a basic knowledge that is indispensable for a competent examination of the linguistic characteristics of English, its varieties and historical development. This knowledge provides students with the competence to deal with linguistic questions in a language-theoretically, empirically, and philologically appropriate form. Furthermore, students develop necessary skills to cooperate in academic settings: they will learn how to initiate and lead academic discussions and how to precisely present theoretical positions and empirical phenomena. Students become competent users of examination techniques for empirical data and theoretical claims: Using those techniques in discursive-argumentative group work allows for students to discuss relevant developments in the history of science as well as their own propositions.

3	**Contents**
	The lectures provide students with an overview and a classification of current theories and lines of argumentation. The seminars are concerned with the challenging task of developing an adequate model of the linguistic properties of current English as well as its historical and synchronic developments. Issues within the areas of language description, language acquisition, and applied linguistics are focused on. Questions within the field of English linguistics can be approached using theoretical-deductive and empirical-inductive methodology. Those questions might be: What are the grammatical characteristics of the language, or language level, at hand (e.g. in word or sentence

	structure)? Which aspects of meaning (within or cross-context) are grammatically coded in which form? To what extent are these characteristics fixed properties of the language or language level studied? To what extent do they result from cross-linguistic or even universal language preconditions? Which aspects of form (e.g. in pronunciation or writing) can be recognized and described? In addition to structural analysis, empirical / pragmatic or corpus-based approaches and methods are possible fields of study: How can the validity of statements about the observed language phenomena be achieved? Which productive or receptive features of linguistic structures can be observed? How are linguistic functions coded for mode of expression?
4	**Forms of teaching and learning** Lecture, seminar, colloquium
5	**Module prerequisites** English-language proficiency level C1 (CEFR).
6	**Module examination form** Written examination: term paper (7000 words) on a subject related to the advanced seminar (Oberseminar).
7	**Requirements for credit point allocation** Accomplishment of academic achievements; passing the module exam.
8	**Status of this module (in other degree programs)** Elective module; also offered in the Single-Subject-Master's Program *English Studies* and in the Double-Subject-Master's Program *English Studies (Profile in Linguistics)*.
9	**Bearing of module grade on core grade** 40%
10	**Responsible for this module** Chairs of English Linguistics (alternating)
11	**Further information**

Specialization Module 1F: Profile Module Historical-Comparative Linguistics

Identification no.	Workload	Credit Points	Suggested semester	Module offered	Duration
4554TMFS1F	450 h	15 CP	1st/3rd sem.	WiSe/SuSe	2 semesters

1	Courses	Contact time	Self-study	Planned group size
	a) Seminar "Indo-European Phonology and Morphology"	30 h	60 h	
	b) Advanced seminar "Issues in Indo-European Linguistics"	30 h	60 h	30 students
	c) Advanced seminar "Issues in Indo-			

	European Linguistics" d) Module examination (combined)	30 h	60 h 180 h	
2	**Goals of the module and competences developed** The students have a) developed a thorough understanding of the grammar of Proto-Indo-European and b) familiarized themselves with issues and methods of language comparison in multiple areas of Indo-European grammar so as to enable them to apply these skills themselves. The students have acquired the following competences: a) being able to orally treat a chosen topic of Indo-European grammar based on the current state of research, b) being able to treat a chosen area of Indo-European grammar in writing based on the current state of research and original data collection .			
3	**Contents** The introductory course "Indo-European Phonology and Morphology" builds upon prior knowledge of Indo-European grammar. It deals with select topics of Indo-European historical phonology and morphology. The advanced seminar explores these topics further, discussing issues of phonology (such as laryngeal theory or the phoneme system of the proto-language), morphology (such as the (Proto-)Indo-European systems of case, aspect and tense), word formation (nominal and verbal derivation), syntax, onomastics, etc.			
4	**Forms of teaching and learning** Seminar			
5	**Module prerequisites** Knowledge of Latin at the "Latinum" level and basic knowledge of Ancient Greek (to the extent taught in Specialization Module 5 of the UoC Bachelor's Program *Linguistics and Phonetics*).			
6	**Module examination form** Combined examination: oral presentation and term paper			
7	**Requirements for credit point allocation** Completion of assignments; passing the module exam			
8	**Status of this module (in other degree programs)** Elective module; also offered in the Double-Subject-Master's Program *Linguistics and Phonetics*			
9	**Bearing of module grade on core grade** 40%			
10	**Responsible for this module** Chair of Historical-Comparative Linguistics			
11	**Further information** It is recommended students complete AM 1 and/or AM2 beforehand.			

Specialization Module 1H: Profile Module Phonetics					
Identification no. 4554TMFS1H	**Workload** 450 h	**Credit Points** 15 CP	**Suggested Semester** 1st - 3rd sem.	**Module offered** WiSe/SuSe	**Duration** 2 semesters
1	**Courses** a) Seminar Profile Module Phonetics b) Project Seminar Laboratory Phonology c) Colloquium (in Phonetics) d) Module examination (combined)	**Contact time** 30 h 30 h 30 h	**Self-study** 60 h 60 h 60 h 180 h	**Planned group size** Seminar, Colloquium: 30 students Project Seminar: 15 students	
2	**Goals of the module and competences developed**				
	Students will gain an in-depth understanding of Laboratory Phonology in theory and in practice. The focus of this module lies in the generation of linguistic research hypotheses and their testing using experimental methods. Additionally, students will be trained in the interpretation of complex phonetic data (e.g. resulting from research into intonation and kinematics of articulation) to prepare them for constructing phonological analyses. In the project seminar Laboratory Phonology, students are trained to plan and execute their own small research project (including planning of feasibility, time and effort required, management of time and costs) and to present their results to a wider audience in the Phonetics colloquium, including how to respond to critical questions regarding the experimental findings.				
3	**Contents**				
	The module provides a thorough examination of theoretical and practical aspects of prosodic analysis and of the articulatory modelling of speech, as well as interactions between the two. The most important models of prosody will be introduced and critically assessed regarding their applicability to speech from different languages. One major focus will be GToBI (German Tones and Break Indices), the leading current model for the description of intonation in German, as a tool of investigation into phonological structure (with training materials on our website, URL: http://www.gtobi.uni-koeln.de/). Students will also further their knowledge in the domain of articulation, specifically with regards to articulatory modelling and the effects of articulation on the speech signal. This involves investigations into the interactions between text and tune (segments and their intonational realisation) and how to capture this relationship through dynamic modelling. The development of research hypotheses in prosody and articulation is crucial to the seminar. Moreover, students will learn to choose appropriate techniques and parameters of measurement, informed by practices in the current literature. Participants may benefit from an exchange with the Phonetics department at Heinrich Heine University Düsseldorf. In the project seminar *Laboratory Phonology*, production and perception experiments are planned, conducted and analysed in order to elucidate a range of current topics in phonetics and phonology. Students will learn to run an experiment involving the use of medical and acoustic equipment and to analyse the resulting data. The results will be critically evaluated with a view to the possibilities of prosodic and articulatory modelling. Regular attendance by students is required in order to learn the relevant scientific techniques and how to operate the appropriate tools. Findings from the experiment conducted in the project seminar *Laboratory Phonology* will be presented in the regular colloquium				

	held in the phonetics department. For this, the importance of clear audio-visual presentation and critical discussion of experimental results is emphasised along with the necessity of a clear structure of hypotheses, methods and results. Implications of the experimental findings in light of current directions in phonetics and phonology will be discussed and assessed as part of the colloquium.
4	**Forms of teaching and learning** Seminar, colloquium, project
5	**Module prerequisites** None
6	**Module examination form** Combined: oral presentation and term paper
7	**Requirements for credit point allocation** Completion of assignments, participation in the project, passing the module exam
8	**Status of this module (in other degree programmes)** Elective module; also offered in the Double-Major-Master's programme *Linguistics and Phonetics*
9	**Bearing of module grade on core grade** 40%
10	**Responsible for this module** Chair of Phonetics
11	**Further information**

Specialization Module 1K: Profile Module Slavic Linguistics					
Identification no. 4591TMFS1K	**Workload** 450 h	**Credit Points** 15 CP	**Suggested semester** 2nd/3rd sem.	**Module offered** WiSe/SuSe	**Duration** 2 semesters
1	**Courses (examples)) Advanced seminar** b) Lecture c) Colloquium d) Module examination (written)	**Contact time** 30 h 30 h 15 h	**Self-study** 60 h 60 h 15 h 240 h	**planned group size** 30 students 100 students 30 students	
2	**Goals of the module and competences developed** The students are able to formulate and work on scientific questions on their own, as well as to relate them to other specialized and interdisciplinary fields of knowledge. There should be a transition from guided to independent scientific research. Students acquire extensive competences in oral and written presentation and communication of knowledge, which prepares them for the composition of their thesis.				
3	**Contents** The classes deal with assorted sets of topics in Slavic linguistics (e.g. system levels, grammatical categories, historical language stages or linguistic models) in the context of the research debates in Slavic linguistics and the current development of linguistic theories. Special importance is given to the interplay between language, people and society, i.e. to socio-linguistic, psycho-linguistic, pragmatic and semantic approaches, as well as to the history of language in the context of cultural history.				
4	**Forms of teaching and learning** Lecture, seminar, colloquium				
5	**Module prerequisites** None				
6	**Module examination form** Written examination: term paper				
7	**Requirements for credit point allocation** Completion of assignments; passing the module exam				
8	**Status of this module (in other degree programs)** Mandatory module; also offered in the Double-Subject Master's Program Slavic Studies and the M.Ed. Russian (teacher training degree GymGe); mandatory module in the Single-Subject-Master's Program Slavic Studies				
9	**Bearing of module grade on core grade** 40%				

10	Responsible for this module
	Chair of Slavic Linguistics

11	Further information
	This module deliberately gives Master's students a lot of freedom concerning the choice of individually suitable learning and examination forms, since they already possess a high level of self-organization skills. Therefore, it is highly recommended you consult with the professor for Slavic Linguistics before starting the module.

Specialization Module 1N: Profile Module Sign Language Linguistics					
Identification no. 6409SM1NLi	**Workload** 450 h	**Credit Points** 15 CP	**Suggested semester** 1st/2nd/3rd sem.	**Module offered** WiSe/SuSe	**Duration** 2 semesters
1	**Courses** a) Seminar Profile Module Sign Language Linguistics 1 b) Seminar Profile Module Sign Language Linguistics 2 c) Module examination (written)		**Contact time** 30 h 30 h	**Self-study** 60 h 60 h 270 h	**Planned group size** 30 students
2	**Goals of the module and competences developed**				
	Students develop an in-depth knowledge and understanding of current issues, theoretical approaches and methodologies in the following areas: structure of sign languages, typology of sign languages, iconicity, affordances of the visual modality and the relationship between sign and gesture. Where appropriate, evidence from psycholinguistic and language acquisition research is drawn upon. Students are able to critically reflect on work in these subject areas, develop their own questions and pursue them in a methodologically adequate manner. Students initiate and participate in scientific discussion, present theoretical positions in a precise manner, both orally and in writing, and are trained in the evaluation of empirical claims.				
3	**Contents**				
	The seminars deal with the linguistic structure of sign languages as well as with insights from psycholinguistic and language acquisition research on sign languages. The approach is fundamentally typological, drawing on both within-modality (different sign languages) and cross-modality (signed and spoken languages) comparison. We look at and critically reflect on current theoretical debates, in particular the analysis of the use of space (for verbs, pronouns); the interface between sign and gesture; the use of "mouth patterns"; the use of "Constructed action"; and the role of iconicity. We also investigate the subject areas of language development/emergence and language contact between signed languages and spoken languages. The description of linguistic data goes hand in hand with theoretical discussion: the empirical work supports the understanding and review of theoretical approaches and assumptions. The seminars also focus on best practice in the collection, analysis and presentation of sign language data.				

4	**Forms of teaching and learning**
	Reading, discussion of seminar topics, discussion of scientific texts in groups, data analysis in groups, short presentation
5	**Module prerequisites**
	None
6	**Module examination form**
	Written: term paper (5000 words) on a subject area covered in the seminars
7	**Requirements for credit point allocation**
	Completion of assignments; passing mark on the module examination
	The module grade is the grade of the written paper (summative assessment). The formative assessment (ungraded, but required) requires regular seminar attendance and reading, giving short presentation(s) and participating in group work.
8	**Status of this module (in other degree programs)**
	Elective module
9	**Bearing of module grade on core grade**
	40%
10	**Responsible for this module**
	Chair of Sign Language Interpreting (Faculty of Human Sciences)
11	**Further information**

Specialization Module 1O: Profile Module African Linguistics					
Identification no.	**Workload**	**Credit Points**	**Suggested semester**	**Module offered**	**Duration**
4501YMFS1O	450 h	15 CP	1st to 3rd sem.	WiSe/SuSe	2 semesters
1	**Courses**		**Contact time**	**Self-study**	**Planned group size**
	a) Seminar a: Anthropological Linguistics		30 h	60 h	Seminar: 30 students
	b) Seminar b: Sociolinguistics		30 h	60 h	
	c) Seminar c: Research seminar		30 h	60 h	
	d) Colloquium		30 h		
	c) Examination (term paper)			150 h	
2	**Goals of the module and competences developed**				
	Seminars a and b provide in-depth insights into language as a socio-culturally charged medium and into language use as a cultural and social practice. Students will also develop areal knowledge about				

	Africa and gain insights into the sociolinguistic diversity of the continent. Furthermore, the social, cultural and political significance of language systems and the influences that language has on culture and society will be discussed.
	Building on this knowledge, students will be able to explore the ways culture, cognition and social structures are organized and shaped by language and will learn how to work with linguistic data and corpora.
	In seminar c and the colloquium, students expand and deepen their abilities to work scientifically. They prepare for their Master's thesis, discuss projects and gain insight into current academic debates, for which they use the theoretical and methodological approaches of African Studies. They are able to relate their specialist knowledge to scientific problems and questions and have in-depth knowledge of African Studies theories and methods that they can apply independently.
	Over the course of the module, students will be able to critically reflect on research approaches and studies in these subject areas, develop their own questions, and pursue these methodologically in an appropriate manner.
3	**Contents** The module offers a basic introduction to anthropological linguistics and deals with the relationships between language, culture and environment through case studies and close reading of pioneering contributions. Students of African Studies will get the opportunity to combine this with practical experience in field research and language documentation. This goes beyond the knowledge imparted in previous teaching programs in that concrete knowledge of African contexts is already presupposed here. In the seminar on sociolinguistics, the focus is on the theories and methods of sociolinguistics, especially 3rd Wave, which deals with the social meaning of identity categories such as styles and registers. African Studies in Cologne specializes in sociolinguistic perspectives on tourism, with a focus on linguistic landscapes, precarity, ruin and othering. In the research seminar, students and postgraduates report on the topics and problems of their Master's theses, the progress of their projects and ongoing research work. Relationships between different topics and methods are established, additional approaches, data sources and working techniques are explored and project-related perspectives are developed. In the research colloquium, lectures are held in loose succession. These are lectures by master candidates (optional), doctoral candidates and guests.
4	**Forms of teaching and learning** seminars, lectures, seminar discussion, colloquium
5	**Module prerequisites** None
6	**Module examination form** Written exam: term paper (5000 words) on a topic from one of the main seminars with own empirical investigation.
7	**Requirements for credit point allocation** Successful attendance of the three seminars, each of which includes regular reading, a short presentation and participation in group work. The presentation in the research seminar is thematically assigned to the Master's thesis. Regular participation in the colloquium.

	The module final examination (term paper) can be taken at any time after one of the seminars a or b. The module grade is the grade of the written paper.
8	**Status of this module (in other degree programs)** obligatory
9	**Bearing of module grade on core grade** 40%
10	**Responsible for this module** Akademische Rätin Afrikanistik
11	**Further information**

Specialization Module 1P: Profile Module Discourse Studies					
Identification no. LIN-1FMA-SM1P	**Workload** 450 h	**Credit Points** 15 CP	**Suggested semester** 1st to 3rd sem.	**Module offered** WiSe/SuSe	**Duration** 2 semesters
1	**Courses** a) Seminar "Discourse Studies: Overview" b) Seminar "Topics in Discourse Studies" A c) Seminar "Topics in Discourse Studies" B c) Module examination (written)		**Contact time** 30 h 30 h 30 h	**Self-study** 60 h 60 h 60 h 180 h	**Planned group size** 30 students
2	**Goals of the module and competences developed**				
	Students develop an in-depth knowledge and understanding of theoretical approaches and methodologies concerning the analysis of large discourse units. They learn how coherence is achieved above the sentence level, how linguistic features of different discourse types (oral as well as written) index the situational and socio-cultural context of their use; what is the relation between words and other co-occurring semiotic systems. Students are able to critically reflect on concepts and frameworks illuminating these aspects, and to develop their own analyses in a methodologically adequate manner. They participate in scientific discussion, present theoretical positions both orally and in writing, and are trained in the evaluation of claims.				
3	**Contents**				
	The seminars delve into the linguistic properties of large discourse units, where "discourse" is taken as the domain of language use. The theoretical frameworks are taken from pragmatics, cognitive linguistics, and cognitive semiotics. We look at a great variety of discourse types, to uncover patterns and distinctive features within the same language and across different languages, including ancient Indo-European languages. We link Conversation Analysis and Discourse Analysis to subject areas such as anaphora processing, discourse markers, macro- and micro-segmentation, and figurative language. Constant attention is given to the integration of words and other semiotic systems, that is to say, to multimodal and cross-modal expressions of meaning. Synchronic and diachronic analyses of linguistic data go hand in hand with theoretical discussion. One of the three seminars gives an overview of topics and questions that are central to the discursive dimension of language, while the				

	other two seminars focus on specific themes.
4	**Forms of teaching and learning** Seminar
5	**Module prerequisites** None
6	**Module examination form** Written: term paper (5000 words) on a subject area covered in the seminars
7	**Requirements for credit point allocation** Completion of assignments; passing the module exam.
8	**Status of this module (in other degree programs)** Elective module
9	**Bearing of module grade on core grade** 40%
10	**Responsible for this module** Professor of comparative discourse analysis (foreseen denomination)
11	**Further information**

Specialization Module 2A: Research project/Colloquium					
Identification no. 4554TMFS2A	**Workload** 360 h	**Credit Points** 12 CP	**Suggested semester** 2nd/3rd sem.	**Module offered** WiSe/SuSe	**Duration** 2 semester
1	**Courses** a) Colloquium with mentoring (according to profile chosen) b) Independent Studies		**Contact time** 45 h	**Self-study** 135 h 180 h	**Planned group size** 30 students
2	**Goals of the module and competences developed** Students have the ability to plan, execute and present their own small research project under supervision, preparing them for the composition of their thesis. The focus is the critical discussion of the method of data collection (such as, in the case of an experiment, considering control variables, influencing factors and the choice of test subjects and tasks). Students are able to be self-reliant in organizing their work and can manage to produce presentable results (which can be negative) within a given timeframe. Upon conclusion, students test their skills in presenting and discussing their work in a scientifically appropriate manner (poster, presentation). Opportunities for critical reflection are				

	provided by both supervisor feedback and by comparing approaches and results with fellow students.
3	**Contents** The project's topic is determined by students themselves and cleared with the subject advisor (mentor), with whom they maintain regular feedback discussions concerning the topic, reading, working hypothesis and planning of their work. In consultation with their subject advisor, students chose the most appropriate colloquium out of those offered by the relevant degree programs.
4	**Forms of teaching and learning** Colloquium, mentoring, self-study, presentation and discussion in a colloquium
5	**Module prerequisites** None
6	**Module examination form** None
7	**Requirements for credit point allocation** None
8	**Status of this module (in other degree programs)** Elective module; also offered in the Double-Subject-Master's Program *Linguistics and Phonetics*
9	**Bearing of module grade on core grade** The module is not graded, as it is intended to let students put their skills and ideas into practice.
10	**Responsible for this module** Chair of General Linguistics
11	**Further information** Typically, at least one course of the chosen specialization module (SM 1) should be taken beforehand. Work on this module is typically begun towards the end of the second semester, after the end of classes. Results are then presented in the third semester.

Specialization Module 2B: Research project/Laboratory work					
Identification no. 4554TMFS2B	**Workload** 360 h	**Credit Points** 12 CP	**Suggested semester** 2nd/3rd sem.	**Module offered** WiSe/SuSe	**Duration** 2 semesters
1	**Courses** a) Mentoring b) Laboratory work		**Contact time** 15 h 137 h (laboratory time)	**Self-study** 208 h	**Planned group size** 1 student

2	**Goals of the module and competences developed**
	The students are able to plan, execute and present their own small experiment-based research project (laboratory work), preparing them for the composition of their thesis. The centerpiece is the critical discussion of the method of data collection (such as considering control variables, influencing factors and the choice of test subjects and tasks). Students are self-reliant in organizing their work and manage to produce presentable results (which can be negative) within a given timeframe. Upon conclusion, students test their skills in presenting and discussing their work in a scientifically appropriate manner (poster, presentation, lab report).
3	**Contents**
	The project's topic is determined by students themselves and cleared with the subject advisor (mentor), with whom they maintain regular feedback discussions concerning the topic, reading, working hypothesis and planning of their work, as well as the conception of the experiment, the choice of test subjects, and evaluation methods.
4	**Forms of teaching and learning**
	Mentoring, laboratory work (experiment-based data collection), presentation and discussion in a colloquium or lab report
5	**Module prerequisites**
	None
6	**Module examination form**
	None
7	**Requirements for credit point allocation**
	Participation in laboratory work, concluded with a final mentoring session. The experiment results are either presented in a colloquium or summarized in a lab report.
8	**Status of this module (in other degree programs)**
	Elective module; also offered in the Double-Subject-Master's Program *Linguistics and Phonetics*
9	**Bearing of module grade on core grade**
	The module is not graded, as it is intended to let students put their skills and ideas into practice.
10	**Responsible for this module**
	Chair of Phonetics/PD Dr. D. Mücke
11	**Further information**
	Typically, at least one course of the chosen specialization module (SM 1) should be taken beforehand. Work on this module is typically begun towards the end of the second semester, after the end of classes. Results are then presented in the third semester.

Specialization Module 2C: Research project/Directed Reading

Identification no.	Workload	Credit Points	Suggested semester	Module offered	Duration
4554TMFS2C	360 h	12 CP	2nd/3rd sem.	WiSe/SuSe	2 semesters

1	Courses			Contact time	Self-study	Planned group size
	a) Independent studies				270 h	1 student
	b) Mentoring			15 h	75 h	

2	Goals of the module and competences developed
	Students are able to tackle a large amount of reading on which to base a research topic. Students are self-reliant in organizing their work and can manage to produce presentable results within a given timeframe. The students have the ability to productively work with research literature, specifically summarizing concisely, understanding and relaying argumentation, critically assessing empirical findings and claims as well as argumentation structure, and identifying shortcomings in empirical and theoretical fields.

3	Contents
	Students compile their reading (roughly 1500 pages) and clear it with their supervisor (mentor), with whom they confer at regular intervals.
	Additionally, students are required to compose short written reports summarizing their reading and presenting their own thoughts and to confer/discuss their reading with their supervisor.

4	Forms of teaching and learning
	Mentoring, self-study

5	Module prerequisites
	None

6	Module examination form
	None

7	Requirements for credit point allocation
	Written proof/verification of self-study and mentoring totaling around 360 hours. After completion, students must meet with their mentor for a concluding conversation. In some cases, a brief summary of the literature and the student's reflections may be required (max. two pages).

8	Status of this module (in other degree programs)
	Elective module; also offered in the Double-Subject-Master's Program *Linguistics and Phonetics*

9	Bearing of module grade on core grade
	The module is not graded, as it is intended to let students put their skills and ideas into practice.

10	Responsible for this module
	Chair of Historical-Comparative Linguistics

11	Further information
	Typically, at least one course of the chosen specialization module (SM 1) should be taken beforehand. Work on this module is typically begun towards the end of the second semester, after the end of classes. Results are then presented in the third semester.

2.3   Complementary Modules

The Complementary Modules enable interdisciplinary studies, extending students' competences beyond their core field and developing key skills. They also allow students to gain experience in aspects of scientific practice beyond the University of Cologne's teaching and their study program. Courses taken during a semester abroad can also be credited in the complementary modules, in case no other module immediately offers itself.

One CM is mandatory; no more than two may be studied.

Complementary Module 1: Complementary Studies					
Identification no. 4554TMFEM1	**Workload** 360 h	**Credit Points** 12 CP	**Suggested semester** 1st-3rd sem.	**Module offered** WiSe/SuSe	**Duration** 2 semesters
1	**Courses** Variable		**Contact time** variable	**Self-study** variable	**Planned group size** 1 student
2	**Goals of the module and competences developed** The Complementary Modules enable interdisciplinary studies, extending students' competences beyond their core field and developing key skills.				
3	**Contents** Courses and modules from related subjects, as well as university-wide interdisciplinary classes (such as faculty-wide lecture series ("Ringvorlesungen")) can be credited in this slot. The a.r.t.e.s. Research Master program can also be assigned to this module, if the student is enrolled. The composition of the complementary module is to be finalized with the respective subject advisor **before** the classes in question are taken. Credit is assigned by the student's subject advisor.				
4	**Forms of teaching and learning** Depends on courses taken				
5	**Module prerequisites** None				
6	**Module examination form** None				
7	**Requirements for credit point allocation** The student must produce proof of interdisciplinary courses/modules or courses aimed at developing competences and key skills totaling roughly 330 hours. The CP specified in the course certificate are credited. The student must complete assignments. CP awarded during study abroad can also be credited here, if they cannot be assigned to another module (typically an AM).				

8	**Status of this module (in other degree programs)**
	Elective module; also offered in the Double-Subject-Master's Program *Linguistics and Phonetics*
9	**Bearing of module grade on core grade**
	The module is not graded.
10	**Responsible for this module**
	Chair of General Linguistics
11	**Further information**

Complementary Module 2: Research in practice					
Identification no.*	**Workload**	**Credit Points**	**Suggested semester**	**Module offered**	**Duration**
4554TMFEM2	360 h	12 CP	1st-3rd sem.	WiSe/SuSe	2 semesters
1	**Courses** One out of a)-d) is required. a) Summer school b) Conference talk c) Internship d) Field trip to gather data		**Contact time** variable	**Self-study** variable 30 h	**Planned group size** 1 student
2	**Goals of the module and competences developed** This module enables students to make forays into the world of professional research and to explore the potential of their own interests and competences.				
3	**Contents** Options for this module include: - participation in a Summer School (including extensive preparation and assignment work) - participation in (and holding a talk at) a conference - an internship in a scientific institution (typically outside of Cologne) - an independently organized research trip (field work or data collection outside the UoC). The exact composition of the module is to be cleared with the student's subject advisor beforehand, especially the assignment of CP.				
4	**Forms of teaching and learning** depends on option chosen				
5	**Module prerequisites** None				
6	**Module examination form**				

	None
7	**Requirements for credit point allocation**
	The student must produce proof of practical research work totaling roughly 330 hours. Summer schools and comparable activities are credited according to the CP given on the certificate. An internship should be at least six weeks in length, a research trip at least four weeks in length. Students holding a conference talk are required to produce the conference program and a certificate of participation.
	CP awarded during study abroad can also be credited here, if they cannot be assigned to another module (typically an AM). Credit is assigned by the student's subject advisor.
8	**Status of this module (in other degree programs)**
	Elective module; also offered in the Double-Subject-Master's Program Linguistics and Phonetics
9	**Bearing of module grade on core grade**
	The module is not graded.
10	**Responsible for this module**
	Chair of General Linguistics
11	**Further information**

Complementary Module 3: Artificial Intelligence

Identification no.	Workload	Credit Points	Suggested semester	Module offered	Duration
4554TMFEM3	360 h	12 CP	1st-3rd sem.	WiSe	2 semesters

1	**Courses**	**Contact time**	**Self-study**	**Planned group size**
	a) Seminar Artificial Intelligence 1	30 h	60 h	Seminar: 30 students,
	b) Seminar Artificial Intelligence 2	30 h	60 h	
	c) Project seminar Artificial Intelligence	30 h	60 h	Project seminar: 15 students
	d) Module exam (combined)		90 h	

2	**Goals of the module and competences developed**
	Students have an overview of current methods and algorithms from the area of artificial intelligence (AI), so as to familiarize them with approaches and research questions from the area of natural language processing within the field of artificial intelligence. Participants are supervised in creating their own small-scale programming project and implementing it in groups, thus practicing organizational skills (planning, structuring) and scientific co-operation.
3	**Contents**
	The module introduces students to the development, problems and basic processes of artificial intelligence (AI), focusing on natural language processing. Two successive seminars instruct students in the aims and the history of AI, the foundations of representation of knowledge and the basics of the declarative programming language Prolog. Basic processes of AI (such as problem solving, heuristics,

	neurocomputing, machine learning) are presented and discussed. In the accompanying project seminar, students approach concrete software issues (such as text classification, information retrieval, text mining) in groups.
4	**Forms of teaching and learning** Seminar, project
5	**Module prerequisites** None
6	**Module examination form** Combined examination: presentation with written component
7	**Requirements for credit point allocation** Participation in project; completion of assignments; passing the module exam.
8	**Status of this module (in other degree programs)** Elective Module; also offered in the Double-Subject-Master's Program Linguistics and Phonetics.
9	**Bearing of module grade on core grade** The module is not graded.
10	**Responsible for this module** Chair of Linguistic Information Processing
11	**Further information**

2.4 Thesis

Module Thesis					
Identification no. 4554TMF1MA	**Workload** 900 h	**Credit Points** 30 CP	**Suggested semester** 4th sem.	**Module offered** WiSe/SuSe	**Duration** 1 semester
1	**Courses** Written exam: thesis		**Contact time**	**Self-study** 900 h	**Planned group size** 1 student
2	**Goals of the module and competences developed** This module comprises the composition of a thesis in a student's chosen profile. The students demonstrate that they can scientifically treat and reflect a precisely delimited topic relevant to their field of study in a limited timeframe and using appropriate methods. During composition, students independently conceive and execute a well-defined research project with recourse to comprehensive supervision and counselling, developing methodological competences and extending their skills in appropriately presenting and discussing complex issues.				
3	**Contents**				

	The thesis represents the culmination of a student's studies. The module comprises all steps of the development and execution of the thesis, including selecting a topic (taking into consideration current research), sketching a project (reflecting the methodology used), as well as the systematic and structured execution, all in a timeframe of 26 weeks. The thesis is to be approximately 60 pages in length.
	Detailed information on stylistic and formal issues can be found in the examination regulations for Master's degrees.
4	**Forms of teaching and learning** Thesis
5	**Module prerequisites** SM 1, English B2 (CEFR)
6	**Module examination form** Thesis
7	**Requirements for credit point allocation** Passing the module exam
8	**Status of this module (in other degree programs)** Mandatory module
9	**Bearing of module grade on core grade** The thesis grade comprises 50% of the final grade.
10	**Responsible for this module** Managing director of the institute in question.
11	**Further information** The thesis demonstrates a student's ability to treat and present a linguistic topic in a given timeframe according to scientific methods. The thesis is written in conjunction with Specialization Module 1 (SM 1). The topic must be cleared with the subject advisor.

3   Appendix

3.1   Sample Timetables

Sample Timetable for the Linguistics Degree Program (option 1 with Specialization Module 2 and one Complementary Module)*

Semester	AM 1 Empirical Methods (12 CP)	AM 2 Theories and Models (15 CP)	SM 1a Profile Module General Linguistics (15 CP)	SM 2a Research project/Colloquium (12 CP)	CM 1 Complementary Studies (12 CP)	AM 3 Linguistic Evidence (12 CP)	AM 4 Language and grammar theory (12 CP)	Thesis (30 CP)	Σ CP
1	Lecture Empirical Methods Seminar Empirical Methods 1 Seminar Empirical Methods 2 Written examination: term paper or report (2500-3000 words)	Lecture Theories and Models Seminar Theories and Models 1 Seminar Theories and Models 2				Seminar Linguistic Evidence 1 Project seminar Linguistic Evidence A Written examination: term paper or report (2500-3000 words)			ca. 30
2		Written examination: term paper (4500-5000 words)	Seminar Profile Module GL 1 Seminar Profile Module GL 2 Project seminar Profile Module GL	Self-study exploring possible thesis toics (mentoring)	Choice of courses as cleared with subject advisor	Seminar Linguistic Evidence 2	Seminar Language and grammar theory 1		ca. 30
3			Written examination: term paper (5000 words)	Colloquium with mentoring (depending on choice of profile module), presentation and discussion	Choice of courses as cleared with subject advisor Combined examination: short written report and meeting with subject advisor		Seminar Language and grammar theory 2 Written examination: term paper (4500-5000 words)		ca. 30
4								Thesis	30

Σ CP	12	15	15	12	12	12	12	(30)	**120**

* Most of the courses offered in the two Advanced Modules should be completed in the first semester, during which students should also finalize their choice of profile. During the second semester, students are to focus on their Specialization Module and during the fourth semester on their thesis. During the first three semesters, courses from the Complementary Modules must also be completed.

Sample Timetable for the Linguistics Degree Program (option 2 without Specialization Module 2 but two Complementary Modules)*

Seme ster	AM 1 Empirical Methods (12 CP)	AM 2 Theories and Models (15 CP)	SM 1a Profile Module General Linguistics (15 CP)	CM 1 Complementary Studies (12 CP)	AM 3 3 Linguistic Evidence (12 CP)	AM 4 Language and grammar theory (12 CP)	CM 2 Research in practice (12 CP)	The sis (30 CP)	Σ CP
1	Lecture Empirical Methods Seminar Empirical Methods 1 Seminar Empirical Methods 2 Written examination: term paper or report (2500-3000 words)	Lecture Theories and Models Seminar Theories and Models 1 Seminar Theories and Models 2 Written examination: term paper (4500-5000 words)		Choice of courses as cleared with subject advisor					ca. 30
2			Seminar Profile Module GL 1 Seminar Profile Module GL 2 Project seminar Profile Module GL	Choice of courses as cleared with subject advisor Combined examination: short written report and meeting with subject advisor	Seminar Linguistic Evidence 1 Project seminar: Linguistic Evidence A	Seminar Language and grammar theory 1	Choice of courses as cleared with subject advisor		ca. 30
3			Written examination: term paper (5000 words)		Seminar Linguistic Evidence 2 Written examination: term paper or report (2500-3000 words)	Seminar Language and grammar theory 2 Written examination: term paper (4500-5000 words)	Choice of courses as cleared with subject advisor Combined examination: short written report and meeting with subject advisor		ca. 30
4								Thes is	30
Σ CP	12	15	15	12	12	12	12	(30)	**120**

* Most of the courses offered in the two Advanced Modules should be completed in the first semester, during which students should also finalize their choice of profile. During the second semester, students are to focus on their Specialization Module and during the fourth semester on their thesis. During the first three semesters, courses from the Complementary Modules must also be completed.

3.2   Subject Advisors

Before choosing a profile, students must confer with the subject advisor in question. They should also meet with their subject advisor at least once each semester to plan their course of study.

Subject advisors by profile:

- General Linguistics: Dr. Ivan Kapitonov, ma-ling-contact@uni-koeln.de
- English Linguistics: Dr. Lenz und Frau Dr. Klages katja.lenz@uni-koeln.de, monika.klages@uni-koeln.de
- Historical-Comparative Linguistics: Dr. Michael Frotscher, michael.frotscher@uni-koeln.de, 470-4112
- Phonetics: PD Dr. Doris Mücke, doris.muecke@uni-koeln.de, 470-4256
- Slavic Linguistics: Prof. Dr. Daniel Bunčić, daniel.buncic@uni-koeln.de, 470-3355
- Sign Language Linguistics: Dr. Pamela Perniss, pperniss@uni-koeln.de
- African Linguistics: Dr. Angelika Mietzner, amietzne@uni-koeln.de

General counselling in examination matters is offered by the examination office of the faculty of arts and humanities (http://phil-fak.uni-koeln.de/2050.html).

3.3   Further Information and Counselling

The homepage of the Cologne Center of Language Sciences (http://ccls.phil-fak.uni-koeln.de/) offers comprehensive information on the study of linguistics at the University of Cologne.