Module Sign-up Brochure 2024-25
Q300: English Language & Literature
Stage 1 going into Stage 2

1. Do your research

Read through the information on the SELLL website carefully, and make sure to watch our online video which has detailed instructions on how to choose your modules, and navigate this brochure.

2. Sign up Online: Wednesday 1st May, from 9am

- Have the rules for your programme, from this brochure, with you when you log onto S3P: https://s3p.ncl.ac.uk/login/index.aspx
- Compulsory modules will already be selected and optional modules will be listed for you to choose.
- The portal will close on **8th May at 8:00pm.**
- Further guidance and screenshots are available here: https://www.ncl.ac.uk/student-progress/registration/s3p/modules/

FAQs

How do I take an outside module?
Modules not listed on your degree regulations will not appear in this brochure, and will not be available to you in S3P. Instead you will need to select 'HSS dummy module(s)'. Then you will need to fill in a module change form at the beginning of Semester 1 to change from the dummy module to your chosen outside module.

How long will module selection take?
A few minutes.

What if I suffer technical problems?
Please don't panic. You can call IT on 0191 208 5559 to log the issue. Alternatively, you can email elll@ncl.ac.uk and we will try to assist you.

Will I get my first choice of modules?
Not necessarily. We recommend that you login and submit your choices as soon as possible. We'd also recommend having back-up modules in mind, in case your first choices are full. This is why it's important to read the module descriptions and make your decisions before the portal opens.

I need further advice and guidance. Who should I ask?
If your question is in regard to a specific module, please contact the module leader listed in the module descriptions, via email. If the module leader is to be confirmed (TBC), the head of subject is listed and will also be able to answer your questions. If you don't understand your programme regulations please contact your Degree Programme Director (DPD): Daniel.Duncan@newcastle.ac.uk. If, after reading the module descriptions, you're struggling to decide which modules to take you can contact your personal tutor via email.

I had arranged to have a semester abroad next year. What should I do?
If you haven't done so already, please contact Ella Mershon (ella.mershon@newcastle.ac.uk) to discuss your options.

What if I change my mind or make a mistake?
If your choices do not comply with your regulations, they will be rejected and we will contact you to choose all your modules again – if you do not respond by the given deadline, modules will be chosen for you. If you change your mind you will be given the opportunity to change your modules at a later date. Further information will be released closer to the time.
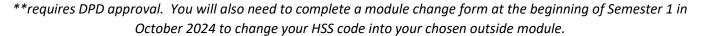
Rules of your Programme

You must have a total of 120 credits with either a 60/60, 50/70 or 70/50 credit split across the semesters

Circle or highlight your choices, then add up your credits in the total column

Rules	Code	Module Title	Total Credits	Sem 1	Sem 2
Example	SEL1234	Example Module	20	20	
Dissertation Prep **Pick 0 or 1**	SEL2210	Independent Research Project Preparation*	20		20
Pre 1800 Literature **Pick 1 or 2**	SEL2201	Renaissance Bodies	20		20
	SEL2202	Writing New Worlds, 1668-1789	20		20
	SEL2203	Revolutionary Britain: 1789-1832	20	20	
	SEL2232	Stagecraft in Early Drama	20	20	
Post 1800 Literature **Pick 1 or 2**	SEL2204	Victorian Passions: Victorian Values	20	20	
	SEL2206	Contemporary Cultures	20	20	
	SEL2207	Modernisms	20		20
	SEL2215	Creative Practice	20	20	
	SEL2322	Literatures of Decolonisation	20		20
Language / Linguistics **Pick 2, 3 or 4**	SEL2000	Phonological Theory	20	20	
	SEL2089	Syntactic Theory	20	20	
	SEL2091	Sociolinguistics	20	20	
	SEL2212	Early English: texts, patterns and varieties	20		20
	SEL2219	Monsters, Misery, Miracless: Heroic Life in Old English Poetry	20		20
	SEL2229	Experimental Methods in Linguistics	20		20
	SEL2230	Multilingualism	20		20
	SEL2235	CHiLD: Current Hypotheses in Language Development	20	20	
	SEL2236	Prosody and Intonation	20		20
	SEL2237	Introduction to Second Language Acquisition	20		20
Optional Outside Modules **Pick no more than 20 credits**	SEL2224	Poetry Workshop	20		20
	SEL2226	Theatre Script Workshop	20		20
	SEL2227	Prose Workshop	20		20
	SEL2228	Screenwriting Workshop	20		20
	NCL2007	Career Development Module for second year students	20	10	10
	HSS2110	Outside Dummy Module: 10 credits in Semester 1**	10	10	
	HSS2210	Outside Dummy Module: 10 credits in Semester 2**	10		10
	HSS2120	Outside Dummy Module: 20 credits in Semester 1**	20	20	
	HSS2220	Outside Dummy Module: 20 credits in Semester 2**	20		20
		TOTAL			

Students who wish to complete the Dissertation in English Literature at Stage 3 must select at least two modules from across Pre 1800 and/or Post 1800 literature and take SEL2210.

**requires DPD approval. You will also need to complete a module change form at the beginning of Semester 1 in October 2024 to change your HSS code into your chosen outside module.*

Module Descriptions

Further details of each module can be found in the module catalogue:
https://www.ncl.ac.uk/module-catalogue/

SEL2210: Independent Research Project

Module Leader: Dr Laura Kirkley

Semester 2, 20 credits
Pre-requisites: Students must also take at least two Stage 2 English Literature modules (not including SEL2215)

This module is compulsory for stage 2 Q306 students

The Independent Research Project guides students in forming a research question for a 3,500-word discursive essay. Students will have considerable scope for selecting a historical period and cultural phenomenon (from the subject areas taught in Literature at Stage 2 in the School of English Literature, Language & Linguistics), for selecting methods of inquiry and for specialising in prose, poetry, drama or film. In developing their research areas, students might choose to study a particular text or body of texts that falls within the subject area of another module but which is not studied in depth on that module, or to design a comparative study of several texts (again normally working with primary works not studied in depth in other parts of the Stage 2 curriculum). Students are first directed in the processes necessary for establishing a question appropriate to their chosen area of research and, in small-group seminars, are then guided through the tasks necessary to argue an informed answer to that question.

Component	When Set	%	Comment
Essay	End	85	3,500-word essay
Written exercise	Mid	15	500-word essay plan and annotated bibliography

SEL2201: Renaissance Bodies

Module Leader: Dr Emma Whipday

Semester 2, 20 credits
No pre-requisites

This is a pre-1800 Literature module.

The Renaissance 'rebirth' of intellectual and artistic activity across Western Europe gave rise to new genres, onstage and on the page. From closet drama to Shakespearean tragedy, and from elite sonnets to popular printed prose, we will explore how writers aimed to stimulate the sensory experiences of their audiences. What did it feel like to be a body in Renaissance England? What did writers, readers, and audiences see, hear, touch, and smell? This module will trace how the rich and various genres of Renaissance literature imagine, represent, and affect the Renaissance body, in print, manuscript, and performance.

Component	When Set	%	Comment
Essay	End	70	EITHER an essay OR a creative portfolio (both 2500 words)
Written exercise	Mid	30	1500 words

SEL2202: Writing New Worlds, 1688-1789

Module Leader: Dr Laura Kirkley

Semester 2, 20 credits

No pre-requisites

This is a pre-1800 Literature module.

The core idea of this module is that the literature of this period engages in diverse and complex ways with the discovery, understanding, and representation of 'new worlds' – not only geographical new worlds, but also social, cultural, and political ones too. Such engagement took place as many phenomena that we now recognize as modern (scientific experiment, celebrity, global trade, feminism) began. As we study works of prose, poetry, drama, letters, biography, and other kinds from the 1680s to the 1780s, we will examine how new worlds of such force were written into being that they still shape our thinking today.

Component	When Set	%	Comment
Written exercise	End	70	A 2500-word keyword essay OR a creative pastiche and related commentary totally 2500 words
Written exercise	Mid	30	A 1000-word analytical commentary
Written exercise	Mid	Formative	A 500-word plan

SEL2203: Revolutionary Britain, 1789-1832

Module Leader: Dr Jonathan Quayle

Semester 1, 20 credits
No pre-requisites

This is a pre-1800 Literature module.

This module aims to explore the many dynamic ways in which writings of the late eighteenth and early nineteenth-century engaged with such major historical events as the French Revolution and the French Revolutionary and Napoleonic wars. Throughout the module, we will explore how writers of the Romantic period (c. 1789-c. 1832) used a range of genres - including the novel, poems, essays and prose 'pamphlets' - to address themes of national identity, gender, slavery, class, conflict, nature and place, the past, the figure of the poet, childhood and the family, and religion. Starting with the responses of British writers to the French Revolution in the 1790s, we will go on to examine the further re-shaping of literature in Britain after the end of the Napoleonic wars in 1814. Writings by the following authors are likely to be studied: Edmund Burke, Thomas Paine, Mary Wollstonecraft, William Blake, Samuel Taylor Coleridge, William Wordsworth, Jane Austen, Percy Shelley, Robert Wedderburn and William Hazlitt.

Component	When Set	%	Comment
Written exercise	End	75	A 3000-word essay on the work of one or two authors studied in weeks 4-10
Written exercise	Mid	25	A 1000-word essay responding to an extract from one of the texts studied in weeks 1-3

SEL2219: Monsters, Misery & Miracles: Heroic Life in Old English Poetry

Module Leaders: Dr Adam Mearns and Dr Caoimhe Whelan

Semester 1, 20 credits
No pre-requisites

This is a pre-1800 Language & Literature module.

This module introduces students to the poetry of the early middle ages in its original language, thereby allowing them to study the very beginnings of literature in English. Old English poetry covers a wide range of genres, including wisdom literature, religious verse, heroic and elegiac poetry, and innuendo-laden riddles. The module will explore literature that negotiates between the Germanic, heroic, Christian, and quotidian cultures that pervaded the age and

were especially relevant to the North of England. As such, this module is uniquely placed to address topics of race, gender, and othering, which have a deep and sometimes troubling association with an English past.

This module will focus on three main texts in their original language. It will start by examining the earliest dream poem in English, instrumental in establishing the conventions for describing religious experience, The Dream of the Rood. This will be followed by a deeply moving poem about loss and loneliness, The Wanderer. Finally, the module will examine one of the greatest poems about heroes, monsters, and warfare, Beowulf.

Students will 'slow read' these text by creating their own translations of the original Old English. They will gain an understanding of the key features of the language and its poetics and, in doing so, will have the opportunity to examine and reflect on their own poetic impulses. Students will also situate these texts in their literary contexts by reading a wider range of other Old English poetry in translation, as well as reflect on the place of Old English literature today.

Component	When Set	%	Comment
Essay	End	100	3000-word essay
Written exercise	Mid	Formative	1000-word close reading commentary

SEL2232: Stagecraft in Early Drama

Module Leader: Dr James Cummings

Semester 1, 20 credits
No pre-requisites

This is a pre-1800 Literature module.

This module involves studying pre-modern texts in their original language. It also involves reading parts aloud in seminars because we are approaching these plays as performances.

Themes explored in this module include:
 - Performance (e.g. audiences, actors, staging, metadrama);
 - Material culture (e.g. props, special effects, costumes);
 - Dramatic representation and construction of identity;
 - Politics and religion (e.g. containment v. subversion)

This module takes a creative, imaginative, and practical approach to pre-modern drama. Our focus on 'Stagecraft' means that we will be investigating scenes from late-Medieval and Renaissance plays to see how they actually worked under the conditions for which they were written and how they might be performed today. We will explore how you can conjure up a devil onstage, decapitate someone, what makes effective stage blood, and consider what it was like to see a female audience member hijack a performance. Early drama was partly a community-building exercise but also a commercial one, and yet it was often a subversive medium of entertainment, and so we will be exploring the wider social and political ramifications of these plays. If an actor can perform royalty simply by putting on a crown, then what really is the difference between a stage-king and a real one? Why does a strongly religious culture produce plays which contain blasphemous jokes or profanity?

Component	When Set	%	Comment
Written exercise	Mid	15	500-word participation and student reflection
Portfolio	End	85	3000-word final project
Written exercise	Mid	Formative	500-word quiz

SEL2204: Victorian Passions, Victorian Values

Module Leader: Dr Jacob Jewusiak

Semester 1, 20 credits
No pre-requisites

This is a post-1800 Literature module.

This module is designed to unpack the phrase, 'Victorian values', which nowadays invokes ideas of sexual repression, stifling middle-class morality, an unbending religious code, and jingoistic insularity. Yet the Victorians saw themselves as living in an age of unprecedented social change, engaging in passionate and controversial debates about the values of the world in which they lived. The module will explore five key debates – questions of gender/sexuality; religion; nature/science; class; race and empire – as they appeared in a range of different genres across the early, mid and late Victorian periods.

Each of the topics - gender/sexuality; religion; nature/science; class; race and empire - will be explored in a range of literary genres. Indicative texts and authors may include Thomas Hardy, Tess of the d'Urbervilles; Christina Rossetti, Goblin Market; Rudyard Kipling, The Jungle Books; George Bernard Shaw, Mrs Warren's Profession; Douglas Jerrold, The Rent Day; H. Rider Haggard, She; and queer poetry.

Keywords: femininity and masculinity; queer and transgressive sexualities; class conflict; race and empire; faith and doubt; ecocriticism and history of science; fantasy and realism; drama and theatre; poetry; novel; children's literature.

Component	When Set	%	Comment
Essay	End	75	3000 words
Written exercise	Mid	25	1000-word commentary
Portfolio	Mid	Formative	Essay plan and bibliography to prepare for final essay submission

SEL2206: Contemporary Cultures

Module Leader: Dr Chloe Ashbridge

Semester 1, 20 credits
No pre-requisites

This is a post-1800 Literature module.

This module will explore identity at the margins of contemporary culture. Twentieth and Twenty-first century modernity is heralded as a global interconnected landscape, within which members of society are encouraged to consider themselves as participants in wide-ranging and above all inclusive cyber and social networks. This interconnectivity is not only – or even primarily – geographical, but concerned with ideological and economic formations of the human body and identity. This module locates and discusses those figures who have fallen between the cracks of modernity, in order to demonstrate how, for a great many, contemporary culture is a space of isolation and alienation. The module will mobilise ideas of waste, in all of its critical potential, in order to place texts within a broader social context. We will look at waste in terms of ecological change and the detritus produced by contemporary culture, but also with regard to a more conceptual understanding of the word in the wasted lives, ambition and opportunities of certain social demographics.

Component	When Set	%	Comment
Essay	End	80	Comparative essay of 2500 words
Professional skills assessment	End	20	500-word reflective piece on learning and participation

Written exercise	Mid	Formative	1000-word essay

SEL2207: Modernisms

Module Leader: Dr Mark Byers

Semester 2, 20 credits
No pre-requisites

This is a post-1800 Literature module.

This module aims:

- To introduce students to modernist texts and the critical debates surrounding them.
- To introduce students to the changes in literary form and practice that occurred during the early to mid-twentieth century.
- To encourage close analytical and critical reading of texts.
- To encourage consideration of the political and historical contexts within which texts are produced.

The module begins by situating the emergence of modernism in its historical contexts. Across the module we will study some of the major literary works of the period, and examine the major contexts for the emergence of distinctively modernist form and content. The emphasis throughout will be on the significance of formal innovation and experimentation.

Component	When Set	%	Comment
Essay	Mid	25	1000-word essay
Written exercise	End	75	3000-word essay

SEL2215: Creative Practice

Module Leader: Professor Jacob Polley

Semester 1, 20 credits
Pre-requisites: Students must have taken SEL1000 and SEL1031 in Stage 1 (QW38 students only). If this isn't possible, students should approach the Module Leader for permission BEFORE choosing the module in S3P.

This is a post-1800 Literature module.

In the lecture/workshops (and/or online equivalent) students will be introduced to a variety of creative practices, approaches and influences, and explore and discuss the ways that these can affect creative writing. Students will practice, evaluate and develop their own creative work as a response to the topics investigated during formal teaching, as well as carrying out independent research into their own creative practices, approaches and influences.

Component	When Set	%	Comment
Portfolio	End	100	A mixed portfolio of creative and essayistic work. The submission should not usually exceed 4000 words

SEL2233: Literatures of Decolonialisation

Module Leader: Professor James Procter

Semester 2, 20 credits
No pre-requisites

This is a post-1800 Literature module.

While the term decolonisation has recently gained a new currency within the Western academy, it was first used in the early twentieth century to describe and argue strategies for the dismantling of colonial power in locations such as Africa, the Caribbean and South Asia. Decolonisation refers in this context, not just to political formations (e.g. nationalism, anti-colonial resistance, independence movements) but also cultural formations, including those relating to language, psychology and literature. Decolonisation involves the conception of an alternative reality, and is therefore critically concerned with the work of the imagination.

By exploring the literature and thought of key African, Caribbean, Indian and black British writers from the twentieth century to the present, this module will introduce you to a range of texts that examine, narrate, and critique the cultural construction of decolonisation. We will focus on decolonisation as an ongoing process whose outcomes are often still being contested. In order to do so, we will consider a range of debates, themes and methodologies that include: globalisation, translation studies, migration and diaspora, and postcolonial studies.

Component	When Set	%	Comment
Essay	Mid	25	Comparative close reading exercise (1000 words)
Essay	End	75	Comparative essay (3000 words)

SEL2224: Poetry Workshop

Module Leader: Professor Sinead Morrissey

Semester 2, 20 credits
Pre-requisites: Students must have taken SEL1000 in Stage 1 (QW38 students only). Students must have taken SEL2215 in semester 1. If this isn't possible, students should approach the Module Leader for permission to join BEFORE choosing the module in S3P.

The module consists of a combination of lectures and seminars delivered weekly.

There will also be individual tutorials to be scheduled throughout the semester by teaching staff, at which each student may present a passage of their own writing for constructive criticism from their tutor, or submission plans may be discussed.

Component	When Set	%	Comment
Portfolio	End	100	Portfolio of 10-12 poems plus self-reflexive commentary of 1500 words

SEL2226: Theatre Script Workshop

Module Leader: Mr Andrew Thompson

Semester 2, 20 credits
Pre-requisites: Students must have taken SEL1000 (QW38 students only).

All Students must have taken either SEL2215 in semester 1 or SEL1031 in Stage 1. If this isn't possible, students should approach the Module Leader for permission to join BEFORE choosing the module in S3P.

Students will attend seminars which will focus on the drafting process and may include reading and discussing student work.

Students will have discursive workshop/lectures, contemporary plays will be discussed and craft exercises undertaken.

Students will watch plays (in person or online) and attend a cross-module discussion group, Play Club in order to present on and discuss what they have watched.

There will also be individual and pair tutorials to be scheduled during the semester by teaching staff, during which each student will present a short extract of their own writing for constructive criticism from their tutor, or submission plans may be discussed.

Component	When Set	%	Comment
Portfolio	End	100	A short self-contained script (2000 words) for the stage, 300-word synopsis and a self-reflexive essay of 1500 words

SEL2227: Prose Workshop

Module Leader: Professor Lars Iyer

Semester 2, 20 credits

Pre-requisites: Students must have taken SEL1000 in Stage 1 (QW38 students only). Students must have taken SEL2215 in semester 1. If this isn't possible, students should approach the Module Leader for permission to join BEFORE choosing the module in S3P.

Module aims:

1. Appreciation of the basic elements of fiction e.g. story arc, plot, narrative point of view, characterisation.
2. Development of voice and style to produce a short piece of fiction with consideration of intended audience.
3. Develop reading and writing skills in prose fiction.
4. Develop imaginative skills in relation to own creative work.
5. Experience in drafting and revising in response to a range of feedback and reading.
6. Developing skills of giving and receiving feedback on creative work.

Component	When Set	%	Comment
Portfolio	End	100	A portfolio of 2,500 words of prose plus an essay of 1000 words, and 1000 words of continuous assessment

SEL2228: Screenwriting Workshop

Module Leader: Dr Tina Gharavi

Semester 2, 20 credits

Pre-requisites: Students must have taken SEL1000 in Stage 1 (QW38 students only). Students must have taken SEL2215 in semester 1. If this isn't possible, students should approach the Module Leader for permission to join BEFORE choosing the module in S3P.

Module Aims:

Appreciation of the basic elements of fiction storytelling in screenwriting e.g. story arc, plot, narrative point of view, characterisation.
Development of voice and style to produce a short piece of screenwriting fiction with consideration of intended audience.
Develop reading and writing skills in screenwriting fiction.
Develop imaginative skills in relation to own creative work.
Experience in drafting and revising in response to a range of feedback and reading.

Component	When Set	%	Comment
Portfolio	End	100	2500 words (approx. 10 pages) of script plus self-reflexive commentary of 1500

			words or the equivalent in continuous assessment

SEL2000: Phonological Theory

Module Leader: Dr Rory Turnbull

Semester 1, 20 credits

Pre-requisites: Students must have completed **SEL1027** or have the permission of the module leader to enrol on this module. Erasmus students and transfers in from other universities must have an appropriate background, i.e. an understanding of basic phonetics.

A course in intermediate phonology, this module builds on the foundations laid in SEL1027, introducing theoretical models of phonology. The aim is for students to investigate a number of phonological models, including both derivational and optimality theoretic, in order for them to come to an understanding of how evidence and argumentation are used in phonological theory building.

Component	When Set	%	Comment
Problem solving exercise	Mid	20	This will consist of a data analysis problem set
Essay	End	80	2000-word essay

SEL2089: Syntactic Theory

Module Leader: Dr Geoffrey Poole

Semester 1, 20 credits

Pre-requisites: Students must have completed **SEL1027**, or have the permission of the module leader to enrol on this module.

Following on from SEL1027, this module provides a more comprehensive and deeper understanding of the syntax of natural language with modern English as the main object of study. It is a required course for students on Linguistics degrees, but is open to any student who has taken SEL1027.Topics to be addressed include phrase structure (X'-Theory), argument structure (theta-roles), Case, agreement, noun phrase structure, binding, various kinds of movement, ellipsis, locality, Logical Form, architecture of grammar, syntactic variation. Not necessarily all of these are covered every year.

Component	When Set	%	Comment
Written exam	End	75	24 hr take-home exam. Any notes, books, materials, internet, etc. may be used (3000 words)
Essay	End	25	1000-word précis
Written exercise	Mid	Formative	Portfolio of semi-weekly problem sets (pre and post seminar)

SEL2091: Sociolinguistics

Module Leader: Dr Daniel Duncan

Semester 1, 20 credits

No pre-requisites

This module builds on the knowledge of language variation & change and data analysis skills obtained in SEL1032 in order to develop a fuller understanding of sociolinguistics. It introduces this domain of linguistics from two perspectives:

•Microsociolinguistics, the study of language variation and change at the level of individuals, groups, and communities. With particular emphasis on the framework of variationist sociolinguistics, the module explores how linguistic variation is influenced by societal factors like social class and ethnicity.
•Macrosociolinguistics, the study of language at the societal level. With particular emphasis on the sociology of language, the module explores how society shapes broader linguistic outcomes like language maintenance or shift, language endangerment, and the development of pidgins and creoles.

This module refines data analysis skills by further developing quantitative reasoning skills. It adds basic inferential statistics to the analytical toolkit and explores how these are used to refine and test linguistic hypotheses.

Component	When Set	%	Comment
Reflective log	Mid	20	Sociolinguistic interview and reflection, 500 words in total
Portfolio	End	80	Quantitative and qualitative research write up, 3000 words in total
Problem solving exercise	Mid	Formative	N/A

SEL2212: Early English: Texts, Patterns and Varieties

Module Leader: Dr William Van der Wurff

Semester 2, 20 credits

Pre-requisites: Students must have completed **SEL1032**, or have the permission of the module leader to enrol on this module. For incoming exchange students: basic introductory course(s) in linguistics.

Module aims:

- To develop students' competence in reading texts from a variety of periods in the history of English;
- To develop students' ability to analyse linguistic features of texts;
- To build on the knowledge and skills relating to language change gained in SEL1032 (Language Variation and Change);
- To enhance students' knowledge of the processes by which the English language has evolved into its present-day state;
- To develop competence in using dictionaries, historical corpora and other electronic resources.

Component	When Set	%	Comment
Essay	Mid	40	1500 words
Written exercise	End	60	Section 1: text analysis. Section 2: essay (c.2500 words total)

SEL2219: Monsters, Misery & Miracles: Heroic Life in Old English Poetry

Module Leader: Dr Adam Mearns

Semester 1, 20 credits
No pre-requisites

This module introduces you to the poetry of the early middle ages in the original Old English, thereby giving you the opportunity to study the very beginnings of literature in the English language.

Old English poetry covers a wide range of genres, including wisdom literature, religious verse, heroic and elegiac poetry, and innuendo-laden riddles. From this range of material, we will explore literature that negotiates between the Germanic, heroic, Christian, and quotidian cultures that pervaded the age and were especially relevant to the North of England. As such, this module is uniquely placed to address topics of race, gender, and othering, which have a deep and sometimes troubling association with an English past.

We will focus on three main poetic texts in their original language. We will start by examining the earliest dream poem in English, instrumental in establishing the conventions for describing religious experience, The Dream of the Rood. This will be followed by a deeply moving poem about loss and loneliness, The Wanderer. Finally, we will examine one of the greatest poems about heroes, monsters, and warfare, Beowulf.

You will 'slow read' these texts by creating your own translations of the original Old English. Through this process, you will gain an understanding of the key features of the language and its poetics and, in doing so, you will have the opportunity to examine and reflect on your own poetic impulses. You will also situate these texts in their literary contexts by reading a wider range of other Old English poetry in translation, as well as reflect on the place of Old English literature today.

Component	When Set	%	Comment
Essay	End	100	3000-word essay
Written exercise	Mid	Formative	N/A

SEL2229: Experimental Methods in Linguistics

Module Leader: Dr Christine Cuskley

Semester 2, 20 credits

Pre-requisites: Students must have completed **SEL1027 and SEL1032**, or have the permission of the module leader to enrol on this module.

This course provides a broad overview of the foundational issues with respect to experimental methodology in linguistics. Lectures will cover theoretical and philosophical considerations, methodological approaches and issues, and tools used in data collection. By the end of the course, students will be able to critically evaluate experimental research in linguistics, from both theoretical and methodological points of view. Alongside this, students will learn the basic skills necessary for carrying out their own experimental research project, including experimental design, data wrangling, and statistical analysis.

Component	When Set	%	Comment
Practical	Mid	30	Data wrangling and analysis
Essay	End	70	2000-word novel experimental design
Research proposal	Mid	Formative	Experimental design proposal

SEL2230: Multilingualism

Module Leader: Dr Rebecca Woods

Semester 2, 20 credits

Pre-requisites: Students must have taken **SEL2235** in semester 1 to enrol on this module.

This module focuses on the acquisition and use of two or more languages throughout the lifespan of an individual. It considers how two or more languages are represented in one mind, how languages interact in use, as well as building on and extending students' knowledge of child language acquisition and language change. It also considers issues around the role of languages in shaping identity and society.

Component	When Set	%	Comment
Practical/lab report	Mid	40	Creation of a small scale multilingual dataset using CHILDES/SLAN with explicit description and discussion of methods employed and decisions made. 1500 words
Written exercise	End	60	Detailed analysis of a provided dataset, linking to broader issues in multilingual

			language acquisition and/or use. 2000 words

SEL2234: Pragmatic Theory

Module Leader: Dr Gabriel Martinez Vera

Semester 1, 20 credits
Pre-requisites: SEL1027 & SEL1028.

This module concentrates on the study of meaning at the level of pragmatics, i.e., on how we create meaning from the linguistic expressions that we utter in context (e.g., in exchanges). It introduces foundational notions in pragmatics and provides tools to analyse phenomena in the field. It further discusses pragmatics and its relation to other domains of grammar and introduces different research methods to collect and annotate data.

Component	When Set	%	Comment
Written exercise	Mid	25	1000-word written exercise
Essay	End	75	2500-word essay

SEL2235: CHiLD Current Hypotheses in Language Development

Module Leader: Dr Emma Nguyen & Dr Rebecca Woods

Semester 1, 20 credits
Pre-requisites: SEL1027

Language is an incredibly complex system of knowledge. Not only are there multiple levels of representation - sounds and words and phrases and whole utterances and meanings - but within a given level, even simple forms can be derived from multiple interacting pieces of knowledge. Yet as speakers of any given language, we are often blissfully unaware of how much we need to know in order to be able to communicate with language.

One of the most striking things about language is that all typically-developing children learn their native language flawlessly, especially when compared to adults trying to accomplish the same task. This is true despite adults' superior cognitive skills. Children of the world seem somehow suited for language acquisition in a way that adult humans - and other animals - are not.

In this module, we survey the broad topic of language acquisition, focusing not only on children's developmental trajectory, but also on what knowledge of language is, how language acquisition relates to cognition in general, and acquisition of language by speakers with sensory or cognitive deficits.

Component	When Set	%	Comment
Written exam	Mid	60	In-person exam to objectively test student understanding of foundational notions and empirical discoveries in Child Language Acquisition
Written exercise	End	40	Abstracts written exercise: Students will write two conference-level abstracts distilling two linguistic studies reporting on child language acquisition. 1000 words or equivalent

SEL2236: It's not what you say, it's how you say it: Prosody and intonation

Module Leader: Dr Niamh Kelly & Dr Rory Turnbull

Semester 2, 20 credits

Pre-requisites: SEL1027

This module provides an overview of the functions of prosody and intonation in English and other spoken languages. Students will develop an understanding of both the abstract theory and practical methods used in investigating this multifaceted aspect of spoken language.

Component	When Set	%	Comment
Written exercise	Mid	25	1000-word report
Written exercise	End	75	3000-word research project

SEL2237: Introduction to Second Language Acquisition

Module Leader: Dr Sujeewa Hettiarachchi

Semester 2, 20 credits
Pre-requisites: SEL1027

To provide students with an introduction to the main theories, questions, methods of investigation and discoveries in second language acquisition. To prepare students for independent research projects in second language acquisition.

Component	When Set	%	Comment
Problem solving exercise	Mid	50	2000-word problem-solving exercise
Essay	End	50	2000-word essay

NCL2007: Career Development Module for Second Year Students

Module Leader: Dr Gillian Mabbitt

Semesters 1 & 2, 20 credits total
Pre-requisites: Details of pre-requisite requirements can be found at:
https://www.ncl.ac.uk/careers/modules/cdm/registration/

The NCL2007 Career Development module offers students the opportunity to undertake work-related learning or have a professional experience in a variety of environments, both on and off the University campus, or remotely if appropriate. Through engagement with the module, students will start to develop an understanding and awareness of their skills and attributes and how they might use these in future roles. Students will enhance their employability and graduate skills as well as contributing towards meeting the aims of their host organisation.

Component	When Set	%	Comment
Professional Skills Assessment 1	Mid	40	A summary of intended personal development actions towards module learning outcomes for the module
Professional Skills Assessment 2	Mid	50	Formal 10-minute presentation recorded online using PowerPoint and submission via a single submission date assessment point.
Written Exercise	Mid	10	Students must complete at least 12 of 15 tasks to gain the marks available.