

# Module Sign-up Brochure 2025-26

## Q1R4: Linguistics with Spanish

### Stage 1 going into Stage 2

#### 1. Do your research

Read through the information on the SELLL website carefully and ask if you have any questions. If you're unsure of what modules you should be choosing, email [UGOffice.elll@newcastle.ac.uk](mailto:UGOffice.elll@newcastle.ac.uk).

#### 2. Sign up Online: Thursday 1<sup>st</sup> May, from 9am

- Have the rules for your programme, from this brochure, with you when you log onto The Student Portal. <https://studentportal.ncl.ac.uk/>.
- Compulsory modules will already be selected and optional modules will be listed for you to choose.
- The portal will close on **12<sup>th</sup> May at 8:00pm**.
- Further guidance and screenshots are available here: <https://www.ncl.ac.uk/students/student-portal/>.

#### 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 the Student Portal. 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](tel:01912085559) to log the issue. Alternatively, you can email [elll@ncl.ac.uk](mailto: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 ([daniel.duncan@newcastle.ac.uk](mailto: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 Niamh Kelly ([niamh.kelly@newcastle.ac.uk](mailto:niamh.kelly@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
<i>Compulsory*</i>	SEL2000	Phonological Theory	20	20	
	SEL2089	Syntactic Theory	20	20	
	SPA2061	Level C (HE Advanced) Spanish	20	10	10
<i>Optional Language / Linguistics** Pick 2 or 3</i>	SEL2091	Sociolinguistics	20	20	
	SEL2212	Early English: Texts, Patterns and Varieties	20		20
	SEL2229	Experimental Methods in Linguistics	20		20
	SEL2234	Pragmatic Theory	20	20	
	SEL2235	CHiLD: Current Hypotheses in Language Development	20		20
	SEL2237	Introduction to Second Language Learning and Teaching	20	20	
	SEL2239	Experimental Practicum	20		20
<i>Spanish Modules Pick up to 20 credits</i>	SEL2241	Philosophy of Linguistics	20		20
	HSS2110	Outside Module: 10 credits in semester 1	10	10	
	HSS2210	Outside Module: 10 credits in semester 2	10		10
	HSS2120	Outside Module: 20 credits in semester 1	20	20	
	HSS2220	Outside Module: 20 credits in semester 2	20		20
<b>TOTAL</b>					

\* With DPD permission, a candidate may defer either SEL2000 or SEL2089, in order to increase the range of Optional Language / Linguistics modules available to them (e.g. where one Stage 2 semester 2 module has another a Stage 2 semester 1 module as a pre-requisite). The candidate will be required to take the deferred module at Stage 4.

\*\*Students may replace one of the Optional Language/Linguistics modules with a Stage 2 module with an SPA or LAS code offered in the School of Modern Languages. Students will need to complete a module change form at the beginning of Semester 1 in October 2025 to change your HSS code into your chosen SML module.

## Spanish Modules to Consider

Code	Module Title	Total Credits	Sem 1	Sem 2
SPA2021	Catalan I	20	10	10
SPA2026	Language Diversity in the Hispanic World	20	10	10
SPA2027	Food, Football and Fiction: Constructing Catalan Cultural Identity	20	10	10

# Module Descriptions

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

## 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-words or equivalent

## SEL2089: Syntactic Theory

Module Leader: Professor Michelle Sheehan

**Semester 1, 20 credits**

**Pre-requisites:** Students must have completed **SEL1028** or have the permission of the module leader to enrol on this module. Equivalent introductory modules in SML will also be accepted.

Following on from SEL1028, this module provides a more comprehensive and deeper understanding of the syntax of natural language with modern English as the main object of study. Topics to be addressed may include phrase structure (X'-Theory), argument structure (theta-roles), Case, agreement, noun phrase structure, binding, various kinds of movement, architecture of grammar and syntactic variation. Not necessarily all of these are covered every year.

Component	When Set	%	Comment
Written exam	End	100	24-hour take-home project. 3000 words.
Written exercise	Mid	Formative	Portfolio of semi-weekly problem sets (pre- and post-seminar)

## SPA2061: Level C (HE Advanced) Spanish

Module Leader: Marcela Reyes Otaiza

**Semester 1 & 2, 20 credits total**

**Pre-requisites:** **SPA1070**. Level B Spanish or equivalent.

This module will:

1. focus on further developing students' written communicative and oral/ aural competence in the foreign language gained in Level B (including fluency, grammatical and lexical accuracy and range; register and pronunciation);
2. prepare students for the future study of the language (written communicative and oral / aural skills);

- facilitate students' ability to establish and maintain effective social and working relations with speakers of the foreign language in written and spoken media during their intercalary year. This includes students' ability to use and understand authentic material and produce their own written and spoken output.

Component	When Set	%	Comment
Written Examination 1	End	30	On-campus exam
Written Examination 2	End	40	On-campus exam
Oral Examination	Mid	30	On-campus, live presentation and discussion

## 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 Exercises	Mid	Formative	N/A

## SEL2212: Early English: Texts, Patterns and Varieties

Module Leader: Professor Karen Corrigan

**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)

## 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.

The course will focus on general philosophical, methodological, practical, and ethical issues that arise in the course of research in linguistics. Topics will include: science communication, the scientific method, computational approaches to language and linguistic research, null hypothesis testing, tools for collecting experimental data (online and in-lab), and basic data wrangling and statistics. The course will also introduce students to specific methods and tools allowing them to undertake survey-based or experimental research, and independently design their own experimental methods.

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

## SEL2234: Pragmatic Theory

Module Leader: Dr Gabriel Martinez Vera

**Semester 1, 20 credits**

**Pre-requisites:** **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

**Semester 2, 20 credits**

**Pre-requisites: SEL1027 and SEL1028**

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 Examination	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

## SEL2237: Introduction to Second Language Teaching and Learning

Module Leader: Dr Sujeewa Hettiarachchi

Semester 1, 20 credits

Pre-requisites: SEL1027

This module introduces students to the fundamental theories and practices involved in learning and teaching second languages. It explores the relationship between key concepts in second language acquisition (SLA) and the dominant approaches and methods in English language teaching (ELT), situating them within their theoretical and historical contexts. By engaging with both learning and teaching perspectives, this module equips students with the knowledge and skills to critically evaluate SLA theories and teaching methodologies, preparing them for advanced academic and professional roles in language education.

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

## SEL2239: Experimental Practicum

Module Leader: Dr Rebecca Woods

Semester 2, 20 credits

No pre-requisites

**Co-requisites: SEL2229.** The co-requisite will also be accepted as a pre-requisite in the case of Stage 3 (or later) students who want to take SEL2239 and have taken SEL2229 at Stage 2.

The job of a linguist is to scientifically study language in order to capture and explain patterns of linguistic structures and language usage. In order to do this, a linguist makes use of certain tools in their toolbox. The aim of the Practicum module is to provide students with practical research experience and skills while working under the supervision of an established researcher. Additionally, students would be introduced to the methodologies and approaches to data analysis used in formal linguistic investigations of language acquisition.

Students will gain hands-on research experience by being able to contribute to at least one of the following elements of the research process:

- Information gathering, including systematic literature searches and evidence synthesis.
- Aspects of data collection, including building studies to be run in the Linguistics Lab and/or Science Adventures and/or on data collection platforms.
- Data manipulation, including data screening and cleaning, data entry/ transcription/coding, and data analysis.

Whereas a course on language acquisition and development (e.g. SEL2235 and SEL3438) may focus on the process of development and what it means to become a speaker of a language, this course focuses specifically on how we experimentally investigate acquisition and the competence of language learners through carefully designed linguistic experiments and the practical application of this knowledge.

Component	When Set	%	Comment
Oral Presentation	Mid	30	Present in person 10-minute small group presentation for a proposed CLA experiment with 5 minutes for questions.
Reflective Log	Mid	70	A structured research diary completed throughout the semester.

## SEL2241: Philosophy of Linguistics

Module Leader: Dr Geoffrey Poole

Semester 2, 20 credits

Pre-requisites: SEL1028

The first part of the module (prior to the Easter break) considers two fundamental and interrelated philosophical questions about language: (1) What is it, really? and (2) How do we (or should we) study it? It examines a number of different approaches, particularly as they were developed during the course of the 20th century: language as a physical object, language as behavior, language as a property of communities, and language as a property of mind.

The post-Easter weeks will apply the pre-Easter foundational/philosophical discussion to various past and present controversies in language and linguistics (e.g., linguistic determinism (aka the Sapir-Whorf Hypothesis), whether generative AI systems actually do (or even could) 'have language' (or 'be intelligent'), and linguistic issues connected to class, gender, and disability).

At the end of the module, students are expected to be able to critically discuss foundational philosophical questions in the study of language and mind and be able to apply those insights to historical and current controversies in language and linguistics.

Component	When Set	%	Comment
Essay 1	Mid	75	2500-word essay
Essay 2	End	25	1000-word blog entry

## SPA2021: Catalan I

Module Leader: Dr Josep Cru

**Semester 1&2, 20 credits**

**Co-requisites: FRE2061 or SPA2061.** Students must be taking FRE2061 Level C French or SPA2061 Level C Spanish in order to take this module.

In consonance with the overall aims of the degrees offered in the SML, this module aims to build on skills acquired at Stage 1 (languages learning skills and skills of cultural study) and provide students with an introduction to modern Catalan which will take them up to Lower Intermediate (post-GCSE equivalent) level.

This is an introduction to the Catalan language. It aims to give you a basic knowledge of Catalan grammar and vocabulary using written and spoken sources (this includes students' ability to use and understand authentic material and produce their own written and spoken output). You will also learn to communicate orally in Catalan and understand varieties of the spoken language. You will also learn to identify the problems that beset a 'minority' language and its cultures and set these in the context of your knowledge of modern Spain and France.

Component	When Set	%	Comment
Written exam	End (sem 2)	70	Assessing grammar, vocabulary, reading and writing
Oral exam	Mid (sem 2)	30	Consisting of a role-play exercise and conversation in Catalan
Written exercise	Mid (sem 1)	Formative	Mock exam
Written exercise	Mid (sem 2)	Formative	Mock exam

## SPA2026: Language Diversity in the Hispanic World

Module Leader: Professor Ian MacKenzie

**Semester 1&2, 20 credits**

**Co-requisites: SPA2061.**

This course explores the linguistic diversity of the Hispanic world, with Semester 1 focusing on Latin America and Semester 2 on the Iberian Peninsula. No prior knowledge of linguistics is required, as key concepts are introduced to support the material. While taught and assessed in English, students engage with Spanish and regional languages like Catalan and Galician through readings and materials.

In Semester 1, the course examines linguistic variation across Latin America, highlighting the influence of Afro-Hispanic and Amerindian languages on regional Spanish varieties. Topics include the Caribbean's linguistic heritage, colonial centres like Mexico City and Lima and the impact of languages like Quechua and Aymara, which have introduced notable syntactic and phonetic features to Spanish.

Semester 2 shifts focus to Spain, exploring how language shapes regional and national identities. Sociolinguistic and anthropological approaches are used to analyse language policy, bilingual education, and the relationships between dominant and minority languages. Key themes include bilingualism, language rights, nationalism, cultural identity and multilingualism, offering insights into the complex interplay between language, society and politics in the Hispanic world.

Component	When Set	%	Comment
Written Examination 1	Sem 1	50	In-class assessment conducted at the end of Semester 1.
Essay	Sem 2	50	In-class assessment conducted at the end of Semester 2.



## SPA2027: Food, Football and Fiction: Constructing Catalan Cultural Identity

Module Leader: Dr Jennifer Arnold

Semester 1&2, 20 credits

Co-requisites: SPA2061.

In this course we will explore the construction of Catalan cultural identity, particularly since the beginning of the 20th century, and look at the links between language, identity and culture.

Drawing on key debates and approaches from with Catalan studies, the module will explore how Catalan culture in its many fields is used to express, construct and promote a Catalan identity both within Spain and beyond. Lectures will provide a historical overview of Catalan language and history, with a particular focus on how both the language and culture has been repressed. They will introduce students to the ways in which culture has been used, and continues to be used, as a means of resistance both at an artistic and institutional level. Students will also be introduced to a range of cultural movements (eg renaixença, modernism) as well as key figures from Catalan culture and look at their cultural, social and historical significance within Catalan society. Seminars will provide students with the opportunity to analyse and interrogate a range of primary sources a range of cultural fields from key moments in Catalan contemporary history.

Topics include:

- Barcelona, the city and architecture
- Catalan literature (authors such as Najat el Hachmi, Merce Rodoreda and Quim Monzo)
- Barcelona FC – football and identity
- Catalan food
- Catalan music and dance
- Catalan art

Component	When Set	%	Comment
Essay	End (sem 2)	80	A 3000-word essay to be submitted after Easter
Written exercise	End (sem 1)	20	A 1000 word close analysis of a chosen primary source chosen from one of the cultural fields studied to be submitted in January.
Oral presentation	Mid (sem 1)	Formative	Students will be given the opportunity to do a presentation on a topic that relates to the essay topics.