

Module Sign-up Brochure 2026-27

Q300: English Language & Literature

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.e111@newcastle.ac.uk.

2. Sign up Online: Wednesday 29th April, 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 **11th 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 5999](tel:01912085999) to log the issue. Alternatively, you can email e111@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) William van der Wurff (w.a.m.van-der-wurff@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 Geoff Poole (geoffrey.poole@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	
<i>Pre 1800 Literature</i> Pick 1 or 2	SEL2201	Renaissance Bodies	20		20
	SEL2202	Writing New Worlds, 1668-1789	20	20	
	SEL2219	Monsters, Misery & Miracles	20	20	
	SEL2242	Medieval Worlds 1100-1500	20		20
<i>Post 1800 Literature</i> Pick 1 or 2	SEL2203	Revolutionary Britian	20		20
	SEL2204	Victorian Passions: Victorian Values	20		20
	SEL2206	Contemporary Cultures	20		20
	SEL2322	Literatures of Decolonisation	20	20	
	SEL2240	Early 20 th Century American Literature	20	20	
<i>Language / Linguistics</i> 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 & Miracles	20	20	
	SEL2229	Experimental Methods in Linguistics	20		20
	SEL2234	Pragmatic Theory	20	20	
	SEL2235	CHiLD: Current Hypotheses in Language Development	20	20	
	SEL2236	Prosody and Intonation	20		20
	SEL2239	Experimental Practicum	20		20
	SEL2241	Philosophy of Linguistics	20		20
<i>Optional Outside Modules*</i> Pick no more than 20 credits	SEL2215	Creative Practice	20	20	
	SEL2224	Poetry Workshop	20		20
	SEL2226	Theatre Script Workshop	20		20
	SEL2227	Prose Workshop	20		20
	SEL2228	Screenwriting Workshop	20		20
	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					

*requires DPD approval. You will also need to complete a module change form at the beginning of Semester 1 in October 2026 to change your HSS code into your chosen outside module.

Students who wish to complete the Dissertation in English Literature at Stage 3 must select at least THREE literature modules.

Module Descriptions

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

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 Joseph Hone

Semester 1, 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'. These new worlds are not simply geographical; they are also social, cultural, ideological, political, environmental, and psychological. 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, and other kinds from the 1680s to the 1780s, we will examine how new worlds of such dynamism and significance were written into being that they still shape our thinking today.

Component	When Set	%	Comment
Written exercise	End	70	A 3000-word keyword essay OR a creative pastiche and related commentary totalling 3000 words.
Written exercise	Mid	Formative	Structured tasks undertaken throughout the semester.

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

Module Leader: Dr Aditi Nafde

Semester 1, 20 credits

No pre-requisites

This is a pre-1800 Literature module.

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.

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

SEL2232: Medieval Worlds 1100-1500

Module Leader: Dr James Cummings

Semester 2, 20 credits

No pre-requisites

This is a pre-1800 Literature module.

This module introduces students to medieval literature, 1100-1500. This period saw the expansion of myths such as that of King Arthur and the rise of authors such as Chaucer, professed Father of English literature. Despite its seeming 'Englishness', the culture of the period was a melting pot of languages and traditions from home and abroad. The period saw numerous wars, the Black Death, the growth of political and religious dissent, the technological innovation of print, and the expansion of literacy and scientific enquiry. Authors were prompted to ask deep questions about the nature of the world, of the self, about religion, and of love and often did so using frameworks through which they imagined worlds that reflected or challenged their own.

The literature of this period has had immeasurable influence on the centuries of texts that have come after it. Through close textual analysis, students will develop an understanding of medieval literary conventions, thematic approaches, and stylistic innovations while gaining an appreciation for the cultural, social, and historical contexts that helped shape these texts. Students will also be exposed to the ongoing legacy of medieval literature, its influence on contemporary scholarship, popular culture, and critical discourse, as well as its continued relevance to modern concerns.

Component	When Set	%	Comment
Essay	End	100	3000-word essay
Written exercise	Mid	Formative	Student Edition project

SEL2203: Revolutionary Britain, 1789-1832

Module Leader: Dr Jonathan Quayle

Semester 1, 20 credits

No pre-requisites

This is a post-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
Written exercise	Mid	25	A 1000-word essay

SEL2204: Victorian Passions, Victorian Values

Module Leader: Dr Jacob Jewusiak

Semester 2, 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 Wilkie Collins, *The Moonstone*; 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 Robbie McLaughlan

Semester 2, 20 credits

No pre-requisites

This is a post-1800 Literature module.

This module explores 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 therefore mobilises ideas of waste, in all of its critical potential, in order to place texts within a broader social and political context. Focusing on the wasted lives, ambition, and opportunities of certain demographics, students will apply several theoretical approaches to examine how global systems of power and inequality are registered culturally. Indicative topics may include race, class, geography, and bio-capitalism.

Component	When Set	%	Comment
Essay	End	85	Comparative essay (2500 words)
Professional skills assessment	End	15	Reflection on learning and participation of (250 words)
Written exercise	Mid	Formative	Essay (1000 words)

SEL2233: Literatures of Decolonialisation

Module Leader: Professor James Procter

Semester 1, 20 credits

No pre-requisites

This is a post-1800 Literature module.

This module introduces you to some of the leading revolutionary writers and thinkers of world literature. From Mahatma Gandhi to Frantz Fanon, Aimé Césaire to Arundhati Roy, you will explore the anticolonial imagination across the long twentieth century. We will consider the relationship between resistance and literature, poetry and politics, rioting and writing, violence and aesthetics. Covering key novels, short fiction, poetry and film, this module will introduce you to major works from Africa, the Caribbean, India, Britain and France, from the 1930s to the present day. 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 artistic movements, including: globalisation, Négritude, translation studies, migration and diaspora, magical realism, surrealism and modernism.

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

SEL2240: Early 20th Century American Literature

Module Leader: Dr Mark Byers

Semester 1, 20 credits

No pre-requisites

This is a post-1800 Literature module.

What literature was produced in the early 20th century United States, and how does it respond to and generate some of the major artistic and political concerns of the period? What are its formal and thematic concerns? How can the plurality of this writing be approached and understood?

This module explores a range of American literature and critical frameworks produced in the period after the Spanish American War to the beginnings of the Cold War. Themes addressed will include nativism and internationalism, innovation, racial and cultural identity, nature, war, economics and social struggle, and the relationship to history, amongst others. There will be an explicit address to literary form as a vehicle of meaning and to the literary innovations of the period. The module will also introduce the major critical frameworks used to approach the literary movements and wider representative concerns of the literature of the period, providing a basis for critical analysis of the works studied.

The following list of authors is intended to offer an indicative sense of possible module texts: Edith Wharton, Willa Cather, Djuna Barnes, William Faulkner, Marianne Moore, Gertrude Stein, John Steinbeck, Wallace Stevens, William Carlos Williams, Gwendolyn Bennett, Rudolph Fisher, Raymond Chandler.

Component	When Set	%	Comment
Portfolio	End	100	Portfolio incorporating a formal essay with supporting materials, such as a research diary or annotations to primary texts

SEL2091: Sociolinguistics

Module Leader: TBC

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

SEL2000: Phonetics and Phonological Theory

Module Leader: Dr Rory Turnbull & Dr Niamh Kelly

Semester 1, 20 credits

Pre-requisites: SEL1027

A course in intermediate phonetics and phonology, this module builds on the foundations laid in SEL1027, introducing practical phonetic analysis and theoretical models of phonology. The aim is for students to investigate a variety of phenomena in order for them to come to an understanding of how data, evidence and argumentation are used in scientific thinking.

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 Gabriel Martinez Vera

Semester 1, 20 credits

Pre-requisites: SEL1028

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 hr take-home exam (3000 words)
Written exercise	Mid	Formative	Portfolio of semi-weekly problem sets (pre and post seminar)

SEL2219: Monsters, Miracles & Misery

Module Leader: Dr Aditi Nafde

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.

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

SEL2229: Experimental Methods in Linguistics

Module Leader: Dr Emma Nguyen

Semester 2, 20 credits

Pre-requisites: SEL1027 & SEL1032

Linguists face the dual challenge of trying to understand language as a set of behaviours and as a system of knowledge, and as such, linguists often base their descriptions and analyses on some combination of naturalistic observation and introspection. Various experimental methods are being employed to more rigorously test the accuracy of linguistic data and/or gather novel sorts of data.

The purpose of this class is to introduce students to influential experimental methodologies and approaches to data analysis used in formal linguistic investigations. We will engage hands on with some of these techniques, and students will learn about core aspects of experimental design, details of experimental techniques that have been used with language, and the types of conclusions that can be drawn from them. Students will gain experience constructing their own experiments, as well as analysing and interpreting experimental data.

Component	When Set	%	Comment
Practical/lab report	Mid	30	Data wrangling and analysis
Portfolio	End	70	A portfolio of written work. 2000 words or equivalent expanding upon a chosen linguistic topic and detailing a proposed novel experiment including stimuli design and discussion of anticipated data analysis.

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 1, 20 credits

Pre-requisites: SEL1027 & 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, and how language acquisition relates to cognition in general.

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
Written exercise	End	75	3000-word research project

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

Module Leader: Dr Niamh Kelly

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	30	1200-word research project
Written exam	End	70	In-person paper examination to test knowledge of the foundational concepts of the module, including (among others) the phonetic, syntactic and semantic aspects of prosody.

SEL2239: Experimental Practicum

Module Leader: Dr Emma Nguyen

Semester 2, 20 credits

Pre-requisites: SEL2235

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.

This will provide students with the opportunity to embed and build on existing research skills from Stage 1 and 2 courses such as SEL1032 and SEL2235, and to learn new skills that may not be covered in typical coursework. For students contemplating postgraduate studies (such as Speech and Language Therapy with children) or a research career, this module will allow them to experience aspects of the research process within academia, diversify their research experience while fostering strong relationships with participating staff members who can provide strong letters of recommendation for future work/study, and gain the valuable experience required for masters study. It also provides the students with an opportunity to be part of the wider research community within the School (such

as the Language Evolution, Acquisition, and Development Research Group (LEAD)) and the wider University (such as the cross-faculty Science Adventures programme).

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	End	70	A structured research diary completed throughout the semester

SEL2241: Philosophy of Linguistics

Module Leader: Dr Geoff 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).

Component	When Set	%	Comment
Essay	Mid	75	2500-word essay
Written exercise	End	25	1000-word blog entry
Essay	Mid	Formative	500-word formative essay

SEL2215: Creative Practice

Module Leader: Professor Jacob Polley

Students must get permission from the Degree Programme Director to enrol on this module.

In the lecture/workshops 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 normally exceed 4000 words.

SEL2224: Poetry Workshop

Module Leader: Professor Sinead Morrissey

Semester 2, 20 credits

Pre-requisites: SEL1000

Students must get permission from the Degree Programme Director to enrol on this module.

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 an essay of 1500 words.

SEL2226: Theatre Script Workshop

Module Leader: Mr Andrew Thompson

Semester 2, 20 credits

Pre-requisites: SEL1031

Students must get permission from the Degree Programme Director to enrol on this module.

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 of the same and a self-reflective essay of 1500 words.

SEL2227: Prose Workshop

Module Leader: Professor Lars Iyer

Semester 2, 20 credits

Pre-requisites: SEL1000

Students must get permission from the Degree Programme Director to enrol on this module.

The module consists of a programme of weekly 2 hour lectures and 2 hour seminars.

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

This module aims to develop:

1. An appreciation of the basic elements of fiction e.g. story arc, plot, narrative point of view, characterisation.

2. Voice and style to produce a short piece of fiction with consideration of intended audience.
3. Reading and writing skills in prose fiction.
4. Imaginative skills in relation to own creative work.
5. Experience in drafting and revising in response to a range of feedback and reading.
6. Skills of giving and receiving feedback on creative work.

Component	When Set	%	Comment
Portfolio	End	100	A portfolio of 2000 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: SEL1000

Students must get permission from the Degree Programme Director to enrol on this module.

This module aims to develop:

1. An appreciation of the basic elements of fiction storytelling in screenwriting e.g. story arc, plot, narrative point of view, characterisation.
2. Voice and style to produce a short piece of screenwriting fiction with consideration of intended audience.
3. Reading and writing skills in screenwriting fiction.
4. Imaginative skills in relation to own creative work.
5. 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.