Module Sign-up Brochure 2026-27
Q300: English Language & Literature
Stage 2 going into Stage 3

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.

2. Sign up Online: Tuesday 28th 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 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): 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 Pool (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	(20)		(20)
Independent Work **Pick 1**	SEL3326	Short-form Dissertation 1: Linguistics and English Language	20	20	
	SEL3327	Short-form Dissertation 2: Linguistics and English Language	20		20
	SEL3329	Long-form Dissertation: Linguistics and English Language	40	20	20
	SEL3362	Dissertation: Long-Form Essay	40	20	20
	SEL3364	Independent Essay I (English Literature)	20	20	
	SEL3365	Independent Essay II (English Literature)	20		20
	SEL3400	Prose Portfolio**	40	20	20
	SEL3401	Theatre Script Portfolio**	40	20	20
	SEL3402	Poetry Portfolio**	40	20	20
	SEL3403	Screenwriting Portfolio**	40	20	20
	SEL3405	Dissertation: Digital Exhibition	40	20	20
	SEL3417	Dissertation: Digital Edition	40	20	20
Pre 1800 Literature **Pick 1 or 2**	SEL3379	Enlightened Romantics: A Revolution in Feeling	20		20
	SEL3391	Women on Trial	20	20	
	SEL3412	Writing Liberty in the Romantic Era	20		20
	SEL3420	Fiction and the Philosophy of Terror: From the Supernatural to the Sublime	20	20	
	SEL3442	War Writing in Medieval Literature	20		20
	SEL3444	Envious Show: Wealth, Power and Ambition in Narratives of the Country House, 1500-2000	20	20	
	SEL3445	Unsex'd Females: Feminism in the Age of Revolution and Reaction	20		20
	SEL3451	Keats and Romantic Epic	20	20	
	SEL3455	Queer/Trans/Early Modern	20		20
	SEL3459	Shakespeare's Show Business	20		20
Post 1800 Literature **Pick 1 or 2**	SEL3091	Sex, Money and the Victorian Novel	20	20	
	SEL3346	Documentary Storytelling: Theory and Practice	20	20	
	SEL3378	Landscapes of American Modernism	20		20
	SEL3395	Time, Change and the Life Course	20	20	
	SEL3397	American Poetry Now	20		20
	SEL3415	Literature and Human Rights	20		20
	SEL3422	Reading Freud	20	20	
	SEL3428	Freedom and Imagination: US Literature 1850-1900	20		20
	SEL3458	Growing up Global: Children's Literature and the Child	20	20	
Stage 3 Language and Linguistics modules **Pick 2, 3 or 4**	SEL3056	Language in the City	20		20
	SEL3413	Language and Ageing	20	20	
	SEL3430	Advanced Second Language Acquisition	20		20
	SEL3438	From Input to Output: The Black Box of Child Language Acquisition	20		20
	SEL3441	Medieval and Early Modern Meaning: English Historical Semantics	20	20	

	SEL3448	Current Issues in Linguistics	20		20
	SEL3454	New Words in English	20	20	
	SEL3460	Multilingualism	20	20	
Additional Options (if not already studied at Stage 2) **Pick 0 or 1**	SEL2000	Phonetics and 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
	SEL2441	Philosophy of Linguistics	20		20
Optional Outside Modules **Tick no more than 20 credits**	NCL3007	Career Development for Final Year Students	20	10	10
	HSS3110	Outside Dummy Module: 10 credits in semester 1***	10	10	
	HSS3210	Outside Dummy Module: 10 credits in semester 2***	10		10
	HSS3120	Outside Dummy Module: 20 credits in semester 1***	20	20	
	HSS3220	Outside Dummy Module: 20 credits in semester 2***	20		20
		TOTAL			

** SEL2224, SEL2226, SEL2227 and SEL2228 respectively are prerequisites, and students should see the Module Leader before choosing one of these modules

***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.

Module Descriptions

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

SEL3326/7: Extended Study: Linguistics and English Language

Module Leader: Professor Michelle Sheehan

Semester 1 or 2, 20 credits
No pre-requisites

This module aims to allow students to develop in depth a topic which may draw on but also extend material studied in one (or more) of their English Language and Linguistics modules. To foster independent thinking and develop research skills in critical thinking, writing and presentation. These aims will be achieved by students doing independent research in an English language/linguistics topic, and writing up their results in an extended essay (5000 words). In this, they will be helped by a supervisor, i.e. a member of staff with relevant expertise in the general topic area that the student is working in.

Component	When Set	%	Comment
Essay	End	100	5000 words

SEL3329: Long-form Dissertation: Linguistics and English Language

Module Leader: Professor Michelle Sheehan

Semesters 1 & 2, 40 credits total
No pre-requisites

- The dissertation is an extended piece of research on an English Language/Linguistics topic that:
- Gives you the opportunity to investigate a substantial topic and is led by your intellectual interests. While it doesn't need to fit within the range of a module, it may grow out of a module you've studied.
- Develops a research question informed by an awareness of scholarship in the fields of English Language/Linguistics.
- Shows an understanding of and ability to work with methods and practices appropriate to the disciplines of English Language/Linguistics.
- Is developed over a period of time in dialogue with a supervisor.

Component	When Set	%	Comment
Dissertation	End	100	10,000 words (written throughout both semesters)

SEL3362: Dissertation: Long-Form Essay

Module Leader: Dr Lucy Pearson

Semesters 1 & 2, 40 credits total
No pre-requisites

This module allows students to write at length on a self-directed topic in English Literature. Students will have considerable choice in terms of how they decide to proceed and could choose to orientate their research towards the analysis of written texts, or film or theatre, or indeed to shape a project that is interdisciplinary in character.

They will be asked to identify their likely area of interest at the end of their second year and be required to produce a research plan in the first few weeks of semester 1 of their third year. In this process they will be supported by the

module leader and provided with a series of guided learning activities to support them in their initial planning. They will be assigned a supervisor and be expected to work with that supervisor over the course of the dissertation module. In regular meetings, they will discuss the overall design of their dissertation and have the opportunity to receive feedback on a submitted plan and annotated bibliography at the mid-module point. Further guided learning activities throughout the year will support student reflection on academic skills, independent research, approaches to argument and scholarly presentation.

Component	When Set	%	Comment
Written exercise	Mid	10	The semester 1 written assessment will be a project plan of 500 words, plus an annotated bibliography of at least 15 items
Dissertation	End	90	A dissertation of between 8,000-10,000 words.

SEL3364/5: Independent Essay (English Literature)

Module Leader: Dr Lucy Pearson

Semester 1 or 2, 20 credits
No pre-requisites

This module allows students to write an essay on a self-directed topic in English Literature. Students will have considerable choice in terms of how they decide to proceed and could choose to orientate their research towards the analysis of written texts, or film or theatre, or indeed to shape a project that is interdisciplinary in character.

They will be asked to identify their likely area of interest at the start of the semester. In this process they will be supported by the module leader and provided with guided learning activities to support them in their initial planning. They will then be assigned a supervisor and be expected to work with that supervisor over the remaining months of the module. In regular meetings, they will discuss the overall design of their essay. There will be further support in the form of guided learning activities relating to academic skills, independent research, approaches to argument and scholarly presentation.

Component	When Set	%	Comment
Written exercise	Mid	10	The mid-module will be assessed by a 250-word project plan and an annotated bibliography containing at least 10 items.
Essay	End	90	4,500-word essay, plus or minus 10%

SEL3400: Prose Portfolio

Module Leader: Professor Preti Taneja

Semesters 1 & 2, 40 credits total
Pre-requisites: Students should have taken **SEL2227** to be able to take this module.

This module aims to prepare a portfolio of work which may consist of: a complete long story; or a collection of short stories; or the opening chapters of a novel (plus a synopsis of 300-350 words).

To provide a self-reflexive commentary on the processes, influences, and themes of the work.

To develop skills in revision and feedback.

Component	When Set	%	Comment
Portfolio	End	100	8500 words of creative prose PLUS 1500-word commentary

SEL3401: Theatre Script Portfolio

Module Leader: Dr Zoe Cooper

Semesters 1 & 2, 40 credits total

Pre-requisites: Students should have taken **SEL2226** to be able to take this module.

Over the course of one-to-one tutorials, small group work sessions and independent research and a final workshop students will develop a self-contained play, synopsis of the same and self-reflective essay. In small group work sessions students will explore playtexts, online theatre and live theatre (if available) discussing this with other students in order to develop their understanding of contemporary theatre and present their findings to the tutor. In the one to one and small group work sessions they will reflect on drafts of their own creative work. In the final workshop they will listen to each other's work and offer critical feedback alongside their peers and tutor. The largest portion of the syllabus is taken up by independent research in which students will develop drafts of their plays and self-reflective essays.

Component	When Set	%	Comment
Portfolio	End	100	A self-contained one act play (4500-5000 words) and accompanying 300-500 word synopsis, plus 1500-word self-reflective essay.

SEL3402: Poetry Portfolio

Module Leader: Dr Tara Bergin

Semesters 1 & 2, 40 credits total

Pre-requisites: Students should have taken **SEL2224** to be able to take this module.

Students will gain an understanding of the process of selecting and planning an extended creative project and acquire an insight into the imaginative processes of writing at length and the affective power of language. They will understand key technical aspects of poetic form and expand their knowledge of a range of contemporary poetry. They will prepare and shape a portfolio of creative work consisting of a collection of about 20 poems or equivalent, and an accompanying reflection on the processes, influences, and themes of the work.

Component	When Set	%	Comment
Portfolio	End	100	20 poems PLUS 1500-word commentary

SEL3403: Screenwriting Portfolio

Module Leader: Dr Lee Goodare

Semesters 1 & 2, 40 credits total

Pre-requisites: Students should have taken **SEL2228** to be able to take this module.

The syllabus for SEL3403 is a focused portfolio module for Screenwriting, encompassing self-directed study and supervision. It aims for students:

1. To prepare a file of work which may consist of: approx. 20 pages of script for film or television

2. To show through the file a finally shaped work or body of work along with a self-reflexive commentary on the processes, influences, and themes of the work.

Component	When Set	%	Comment
Portfolio	End	100	Approx. 4000 words (approx. 20 pages) of screenplay PLUS 1500-word commentary.

SEL3405: Digital Exhibition

Module Leader: Dr Ruth Connolly

Semesters 1 & 2, 40 credits total

No pre-requisites

This module allows students to select a topic of their choice and to develop an online exhibition based on that topic. Students may draw on text, image, sound files and film clips to develop their exhibition. Students will learn:

1. how to choose and develop a topic suitable for an exhibition.
2. how to compose a narrative appropriate for the audiences accessing an exhibition.
3. how to use web-publishing platforms to create an online exhibition.

Component	When Set	%	Comment
Design / creative project	End	85	Online exhibition: 30-60 items with accompanying word count of 3500-4500 words
Report	End	15	Project outline including research bibliography -1000-1500 words

SEL3417: Dissertation: Editing Project

Module Leader: Dr James Cummings

Semesters 1 & 2, 40 credits total

No pre-requisites

This module gives students the opportunity to work with the Special Collections archive and to produce their own scholarly digital edition. In undertaking a digital edition students will learn:

1. how to work with archival primary sources
2. how to transcribe, edit, markup, and publish an edition
3. how to convey their editorial process to readers

Component	When Set	%	Comment
Research proposal	End of Sem 1	Formative	Edition plan including information about the student's choice of text, a summary of editorial work to be undertaken, and an annotated research bibliography. (500 words)
Portfolio	End	100	A Portfolio consisting of an Editorial Introduction to the Digital Scholarly Edition (4000 +/- 10% in length), and anl Edition (4000 words +/- 10% worth of work).

SEL3379: Enlightened Romantics: A Revolution in Feeling

Module Leader: Dr Jennifer Orr

Semester 2, 20 credits

Pre-requisites: Students should have taken SEL1034 and SEL1035 to be able to take this module.

This is a pre-1800 Literature module.

Since the Covid pandemic, psychological research has shown that although we are more likely to remember negative events than positive ones, in our day-to-day interactions, there is much more kindness in the world than we think (Hammond, 2022). While the past might seem like a foreign country, writers were asking very similar questions in the Eighteenth and Nineteenth centuries. The Eighteenth Century was a period in which sympathy and empathy (the

idea of putting ourselves into the shoes of others) became central for writers who explored how it could be explored to represent those who were politically oppressed: a revolution of feeling which could envision a global society.

This module has two main aims: (1) to consider life's 'big' questions from the perspective of different voices, asking critically why some voices have been, and continue to be, heard above others and (2) through these voices, to consider how we, as readers, develop empathy with others and the social role.

Until recently, the version of Romanticism taught in schools was mostly confined to poetry written by middle class, white, English men. While we don't exclude these writers, we want to look at British Romanticism as a transnational movement where the idea of being a corner of an emerging Empire with a global reach was looked at critically. Some embraced it, some resisted it, and others engaged with it whilst seeking to preserve and animate their own local cultures on the page. The module takes students back to where the United Kingdom began and the diverse, and often hidden voices, who lived through these seismic changes.

A growing literary marketplace which included larger numbers of middle- and working-class readers, who desired to hear an 'authentic' voice emerge from the page, one that engaged with the deepest human questions and echoed their own human desires and aspirations. The labouring-class poet took the marketplace by storm, particularly in the glamorous ploughman-poet figure of Robert Burns whose 'heaven-taught' poetic skill seemed to offer the British public a taste of the deepest feelings of the human heart in the real language of men. But there is more to the labouring poet than meets the eye. Engaged with the philosophy and politics of their day, they took ideas to the widest possible audience, subverting audience expectations to set their own literary agenda and paving the way for the marginalised voices for centuries to come.

Component	When Set	%	Comment
Reflective Log	Mid	30	500-word reflection on research process and personal learning
Written exercise	End	70	2500-word essay
Written exercise	Mid	Formative	1000-word exercise

SEL3391: Women on Trial: Gender, Power and Performance in Shakespeare's England

Module Leader: Dr Emma Whipday

Semester 1, 20 credits
No Pre-requisites

==This is a pre-1800 Literature module.==

This module explores performances of gender and power on the early modern stage, page, and street. On this drama-centred module, we will study professional theatre and 'closet drama', as well as street literature and court records. We focus on women as subjects, translators, and performers of drama. We will explore how gender and power are represented and negotiated across a range of performance spaces: theatres, law courts, marketplaces, scaffolds, taverns, country houses, and at court.

We will study up to five plays from the professional stage. Indicative examples are Measure for Measure, A Woman Killed with Kindness, and Arden of Faversham. We will also look at one or more closet dramas, such as The Tragedie of Iphigenia, and a range of other texts that imagine, prompt, or record some sort of performance. These may be popular ballads, news pamphlets, printed trial accounts, masques, or court records.

Component	When Set	%	Comment
Written exercise	Mid	20	750-word close reading exercise
Essay	End	70	2750-word evaluative essay

Prof skill assessment	End	10	500-word log of participation and engagement

---

SEL3412: Writing Liberty in the Romantic Era

Module Leader: Professor Michael Rossington

Semester 2, 20 credits
No Pre-requisites

This is a pre-1800 Literature module.

This module examines how writings of the Romantic era (early 1790s to early 1830s) engage with the struggle for liberty in Britain, continental Europe and globally, including republican liberty, women's liberty, and freedom from slavery. Texts studied include novels by William Godwin and Mary Shelley, a tragedy by Percy Shelley, poems by Wordsworth and Byron, and an autobiography by the abolitionist and former enslaved person, Mary Prince.

Component	When Set	%	Comment
Essay	End	85	Final Essay (2,750 words).
Reflective Log	End	15	Reflection on participation and engagement with module (250 words).
Essay	Mid	Formative	Formative essay (1000 words).

SEL3420: Fiction and the Philosophy of Terror: From the Supernatural to the Sublime

Module Leader: Dr Leanne Stokoe

Semester 1, 20 credits
No pre-requisites

This is a pre-1800 Literature module.

The aim of this module is to explore how the link forged between terror and inspiration in Edmund Burke's philosophy of the sublime, impacted the rise of supernatural (or 'Gothic') fiction during the late Enlightenment. Students will read a range of canonical and non-canonical texts, including literature written by authors whose Gothic influences are less well-known. We will focus particularly on the process through which Burke's philosophy illuminates contemporary unease towards gender, class, race, and nationhood, and examine how these concerns evolved throughout the eighteenth-century, Romantic and Victorian eras.

Students will gain a thorough knowledge of the historical and cultural contexts which shaped the emergence of Gothic fiction. They will also combine this knowledge with some key philosophies of the human mind, in order to question whether the supernatural is 'real', or whether it can be 'explained' via the lens of patriarchal anxiety, forbidden desire, or fear of 'the Other'. We will connect these historical and cultural changes with formal and generic developments in the literature of the period, paying particular attention to the way that writers re-imagined Gothic tropes to reflect upon their own age. The module culminates by considering the extent to which the sublime not only generates terror, but also drives us to channel this sensation into enlightenment and reform.

The syllabus may vary year to year, but key authors may include Horace Walpole, Ann Radcliffe, Samuel Taylor Coleridge, Lord Byron, Jane Austen, John Keats, John William Polidori, Emily Brontë, Joseph Thomas Sheridan Le Fanu, Rudyard Kipling and William Butler Yeats.

Component	When Set	%	Comment
Essay	End	100	3500-word essay
Portfolio	Mid	Formative	1000-word research plan and annotated bibliography for final essay preparation

SEL3442: War Writing: Heroic and Hostile Discourses in Early Literature

Module Leader: Dr Aditi Nafde

Semester 2, 20 credits
No Pre-requisites

This is a pre-1800 Literature module.

War Writing asks students to think about who early period literature belongs to today. It examines ideas of patriotism, national identity, and the intersection of religion and race in narratives of 'us' and 'them'. It therefore revisits dialogues of warfare but, moreover, storytelling and the power of the narrative to manipulate readers and to create biases that still have influence today. The module gives students the opportunity to develop detailed knowledge of Medieval and Early Modern Literature and to broaden their understanding of the wider themes and contexts, the conceptual and contextual approaches, and the critical methods germane to the study of the literature of this period.

The module will explore themes and debates of war and storytelling, and also how writers responded creatively to new and old influences, how they explored authorship and their reading audience, and persistent themes such as gender, chivalry, patriotism, national identity, poverty, and protest. Topics may include:

• Old English narratives of otherness

• Early Middle English discourses of race and national identity

• Chaucer writing women and writing England

• Arthurian texts writing chivalry and gender

• Early drama and religious identity

• Early modern texts and narratives of early imperialism.

Component	When Set	%	Comment
Oral Presentation	Mid	20	A presentation on chosen research theme
Essay	End	80	3000 words

SEL3444: Envious Show: Wealth, Power and Ambition in Narratives of the Country House, 1500-2000

Module Leader: Dr Ruth Connolly

Semester 1, 20 credits
No pre-requisites

This is a pre-1800 Literature module.

The module traces the history and impact of the country house and estate in Britain and Ireland over five hundred years. This interdisciplinary module will consider how the country house forms a crucible in which ideologies of gender, race and class intersect with money, power and ambition. The country house's economic, political and cultural impact will be analysed using a diverse range of genres including but not limited to poetry, the eighteenth-century novel, estate papers, the boy's adventure story, tourist guides, the detective story, the crime novel and the

Gothic memoir. Students will also study the history and fabric of a specific country house through estate papers and a field trip.

Component	When Set	%	Comment
Portfolio	Mid	40	Choice of written or spoken assessment. Students taking the presentation option may opt to submit a video of their presentation if a live presentation (in-person or remotely) is not possible
Written exercise	End	60	2500-word written exercise

SEL3445: Unsex'd Females: Feminism in the Age of Revolution and Reaction

Module Leader: Dr Laura Kirkley

Semester 2, 20 credits
No pre-requisites

This is a pre-1800 Literature module.

This module aims:

* To study a transnational range of prose texts written at key political moments during a short but turbulent period of history (1780s-1820s);

* To examine how feminist literature and representations of gender identity and women's sexuality developed during the Revolutionary and Romantic eras, particularly as they intersected with radical and reactionary politics and attitudes to nationhood, world citizenship and empire-building;

* To analyse how representations of gender identity and women's sexuality were shaped by different writers' responses to important political, cultural and literary phenomena. Depending on the set texts, these phenomena might include: the French Revolution and the Revolutionary Wars; the Napoleonic Wars and their aftermath; the Irish Rebellion of 1798; the Italian Risorgimento; the slave trade and the abolition campaign; the celebrity of the Chevalier d'Eon; the public reaction to revelations about Mary Wollstonecraft's private life; the transnational rise of the sentimental and Gothic novel.

* To develop students' ability to analyse texts from an intersectional feminist perspective incorporating analysis of sexuality and gender;

* To communicate critical responses orally and in writing, and to consider how content and register should vary to communicate effectively with different intended readerships.

Component	When Set	%	Comment
Written exercise	End	100	Students will have a choice between 1) a 3800-word literary critical essay responding to keyword prompts or 2) two 1500-word extended book reviews accompanied by an 800-word commentary on the aims of the pieces.
Portfolio	Mid	Formative	Structured tasks undertaken throughout the semester.

SEL3451: Keats and Romantic Epic

Module Leader: Dr Meiko O'Halloran

Semester 1, 20 credits

No pre-requisites

<mark>*This is a pre-1800 Literature module.*</mark>

This module explores John Keats's ambitions to revolutionise the highest literary form: epic poetry. We examine the personal motivations and broader cultural forces driving Keats's and his contemporaries' desire to write an epic poem for the Romantic age and for posterity—and the work they produced as part of their epic projects.

How did Keats negotiate the educational and professional class barriers that determined who could create great literature? In what ways does he respond to poetic forefathers who include Homer, Dante, and Milton? How and why did Keats and other poets of his day—for example, Wordsworth, Byron, and Shelley—rethink the role of the poet in society?

The focus of the module will be on Keats's poetry and selected letters—examined in relation to the work of other writers. Primary texts may include 'On First Looking into Chapman's Homer', 'When I have fears that I may cease to be', 'Sleep and Poetry', 'Endymion', the Odes, 'Hyperion' and 'The Fall of Hyperion'.

Component	When Set	%	Comment
Essay	End	85	3,000 words
Prof skill assessment	End	15	Participation in seminar and study group discussions plus a 250-word log

SEL3455: Queer/Trans/Early Modern

Module Leader: Professor Kate Chedgzoy

Semester 1, 20 credits
No pre-requisites

<mark>*This is a pre-1800 Literature module.*</mark>

This module aims to introduce students to a varied selection of early modern texts, broadening their knowledge of the culture of the period across genres and forms.

By combining historicist scholarship with cutting edge theoretical approaches, it aims to provide students with the tools to critically analyse questions of embodiment, gender and sexuality in early modern culture and in our own context.

The module will take an intersectional approach, registering how class, colonialism and race helped to shape changing ideas about embodiment, gender and sexuality in the early modern period, and noting how those intersections remain significant. In doing so, it enables to enable students both to make sense of the complexity of literary representations of embodiment, gender and sexuality, and to make informed contributions to current debates about these issues.

Component	When Set	%	Comment
Portfolio	End	100	3500-word portfolio of 2-4 items
Written exercise	Mid	Formative	Optional written exercise designed to support progress towards final assessment

SEL3459: Shakespeare's Show Business

Module Leader: Dr Kate De Rycker

Semester 2, 20 credits
No pre-requisites

This is a pre-1800 Literature module.

In this course we will be dismantling the canonical status of William Shakespeare by examining his work and reputation in its original, collaborative, context. We will start by looking at the booming 'entertainment industry' that Shakespeare joined when he moved to London: how did collaborating with specific actors and writers shape his work? How did playwrights respond to Elizabethan 'culture wars' about the corrupting nature of the theatre? We'll then move on to look at the way in which print was used to turn writers into celebrities, resulting in the ultimate mythologising of Shakespeare's natural genius. Throughout, we'll be using digital resources to explore the material history of the early modern stage and page.

Component	When Set	%	Comment
Portfolio	Mid	30	1000 words
Portfolio	End	70	Student choice of essay, creative project, recording

SEL3091: Sex, Money and the Victorian Novel

Module Leader: Dr Ella Dzelzainis

Semester 1, 20 credits
No pre-requisites

This is a post-1800 Literature module.

This module explores the Victorian period as a time of social and political turbulence – an era of contested gender relations and rapid commercial expansion – and considers how key Victorian novelists used fiction to examine the relationship between sex and money. Notable now for its plaiting together of a range of genres – including realism, melodrama, satire, gothic – the Victorian novel was, in its own time, often seen as a formal repository of social 'truth' and many novelists acquired the status of cultural commentators. We study a range of literary bestsellers from the period, roaming across a range of subgenres such as the silver-fork novel, satirical realism, Chartist fiction, the Bildungsroman, and the sensation novel. In addition to the idea of the Victorian marriage market, we will typically be considering the sexual and commercial connotations of topics such as women and luxury; homosexuality, homosociality and consumption; prostitution; counterfeiting and the idea of the gentleman; gender and speculation.

Indicative list of primary texts (novels may vary from year to year):

- Marguerite, Lady Blessington, The Victims of Society (1837)
- William M Thackeray, Vanity Fair (1848)
- George W M Reynolds, The Seamstress; or, The White Slaves of England (1850)
- Charles Dickens, Great Expectations (1862)
- Mary Elizabeth Braddon, Lady Audley's Secret (1862)
- Anthony Trollope, The Way We Live Now (1875)
- Oscar Wilde, The Picture of Dorian Gray (1891).

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

SEL3346: Documentary Storytelling: Theory and Practice

Module Leader: Dr Tina Gharavi

Semester 1, 20 credits
No pre-requisites

This is a post-1800 Literature module.

Through lectures, screenings, technical workshops, production practice and a short series of visiting lecturers, students will have the experience of studying documentary as a genre and becoming aware of its various strands. Students will give presentations on a range of filmmakers whose work will be introduced through the course of the semester, they will analyse methodologies including codes and conventions and be able to make some practical experiments with the medium.

Students will be required to give oral presentations, create a short documentary, and write an essay on an aspect of contemporary documentary practice or, alternatively, will be able to make a proposal to create one of a select number of final projects which can be practice based.

All practice-based final submissions (in lieu of a formal essay) will also have a written element in which students are expected to reflect on their experience of practice, self-analyse their completed production and place their work in a historical and contemporary context.

Not all students may be allowed automatically to follow the practice-based option. There may be a selection process for this according to the quality of applications and the availability of resources.

Component	When Set	%	Comment
Design/creative project	End	80	Essay (of 3200 words) or Documentary Practice Film of 4 minutes (plus 2000-word reflective commentary)
Oral presentation	Mid	20	10-minute in class/on-line oral presentation and participation throughout the semester (including discussions, online discussions and homework)

SEL3378: Landscapes of American Modernism

Module Leader: Dr Fionnghuala Sweeney

Semester 2, 20 credits
This is a post-1800 Literature module.

What is modernity? Where does it happen? Who experiences it and what are the aesthetics of its expression?

This module explores a range of American literary responses to what it meant to be a 'modern' subject in the early 20th century. We will be looking at American modernist writers' attitudes to contemporary politics, to history, Europe and to transnational and regional landscapes in the United States.

There will be a dual emphasis on form and theme in this module, which aims to develop a vocabulary for critical analysis of both in the works studied. We will therefore consider the ways in which the asymmetries of modernity are expressed through focused reading of writers including Larsen, Faulkner, Fitzgerald, Cather, Hurston and Steinbeck. We will explore the 'newness' of much of the work that emerged in the period, its interest in experimentation, its narrative concerns, its expression of the uneven experiences of American modernity.

We will also consider the ways in which these writers engage with debates around region, conflict, gender, migration, labour and race.

Texts could include:

F Scott Fitzgerald, Tender is the Night
Nella Larsen, Quicksand and Passing
William Faulkner, The Sound and the Fury
Zora Neale Hurston, Their Eyes Were Watching God
Willa Cather, The Professor's House
John Steinbeck, The Grapes of Wrath

Please note that ReCap is not currently offered on this module.

Component	When Set	%	Comment
Oral Presentation	Mid	20	15-minute presentation to the module leader on a novel of the students' choice, followed by Q&A
Exam	End	80	2-hour invigilated exam

SEL3395: Time, Change and the Life Course in Literature of the Long 19th Century

Module Leader: Dr Jake Jewusiak
Semester 1, 20 credits
No pre-requisites

This is a post-1800 Literature module.

This module examines how characters mature and develop (or fail to do so) in the Victorian novel. As we will see, the way an individual is represented as growing up reflects deeply held beliefs about the value of societal progress and reform. Through a detailed analysis of Victorian novels, we will reflect upon how the human lifespan changes in response to the burgeoning modernity of the nineteenth century. We will explore how the novel form contributes to the construction of subjectivities across the life course and consider a broad range of questions, including the following: How did social expectations about gender and sexuality change with age? How did industrialisation create and shut down opportunities for young and elderly workers? What role did race and empire play in the perception of ageing? How was the concept of the life course informed by the partitioning of the novel into a beginning, middle, and end?

Component	When Set	%	Comment
Essay	Mid	25	Close reading essay (1000 words)
Research paper	End	75	Research essay (3000 words)
Portfolio	Mid	Formative	Essay plan and bibliography to prepare for final essay

SEL3397: American Poetry Now

Module Leader: Dr Mark Byers
Semester 2, 20 credits
No pre-requisites

This is a post-1800 Literature module.

This module explores American poetry from 2000 to the present. Placing an emphasis on innovative and/or experimental writing, the module examines the ways recent American poetry has confronted the public concerns and social crises of the Unites States in the period, notably those of identity, technology, racism, inequality, and the environment.

Over the course of the module, we will consider a range of forms and techniques associated with American poetry in the twenty-first century: its emphasis on the materiality/visuality of the text; its use of 'found' texts and procedural techniques; the emergence of documentary writing and ecopoetics, and its concern with the politics of literary form. We will also ask how American poetry responded to the major social and political events and transitions of the period, including the arrival of social media, the Financial Crisis and Occupy movement, and ongoing ecological crisis.

The module aims to give students a firm grounding in the formal practices and theoretical issues associated with recent American poetry. In particular, the module will give students an opportunity to explore the much-debated relationship between literary form and social experience.

Component	When Set	%	Comment
Written exam	End	70	Two hour exam answering unseen questions
Portfolio	End	30	Research diary, notes and annotations.

SEL3415: Literature and Human Rights

Module Leader: Professor Neelam Srivastava

Semester 2, 20 credits
No pre-requisites

==This is a post-1800 Literature module.==

In this module we will explore the inter-disciplinary connections between the field of human rights (law, philosophy, advocacy) and modern literature. We will attempt to understand how the totalizing reach of postwar human rights discourse, enshrined in the 1948 Universal Declaration of Human Rights, is both enabling and troubling, when considering the representation of atrocity and dehumanization outside of Western locations. We locate the beginnings of this discourse in Joseph Conrad's ambivalent critique of imperialism in his 1899 novella Heart of Darkness. Human rights became established as a fundamental principle of international law in the wake of the Holocaust and the Second World War, and Primo Levi's If This is a Man (1958) narrates how this event provoked a profound crisis in the notion of the human. We then move on to consider more contemporary texts set in Palestine, Algeria, Sierra Leone, Ethiopia, India, and Sri Lanka, and examine how their narratives of displacement, civil war and atrocity both invoke and question the need for "human rights". We look at how texts across the imperial divide sketch out global forms of solidarity, inter-racial allyship, and resistance to fascism, imperialism, and state terror. But can such a universal project ever be truly liberating without becoming yet another version of neocolonial liberalism? How do human rights relate to European imperialism more generally? How do we read the geo-political specificities of the authors' stories against the backdrop of humanitarian intervention and a desire for these narratives to speak to a global audience? We will also consider the forms that such narratives engage with, such as testimony, autobiography, medical case histories, and legal narratives.

Component	When Set	%	Comment
Essay	End	80	3,000-word essay
Portfolio	Mid	20	The portfolio will consist of 2 components, both equally weighted: 1) Participation and contribution to class discussion, which will be assessed throughout the module 2) Student group activity
Essay	Mid	Formative	1500-word essay

SEL3422: Reading Freud

Module Leader: Dr Robbie McLaughlan

Semester 1, 20 credits
No pre-requisites

This is a post-1800 Literature module.

Sigmund Freud imagined psychoanalysis as belonging to an intellectual legacy of disruptors that included Copernicus and Darwin, with his pioneering work in the development of psychoanalysis instituting a social revolution in the early twentieth century. This module focuses on that School of psychoanalytic theory known as 'Freudian', and is designed to introduce students to Freud's metapsychology and his theoretical vocabulary. Freud was an enthusiastic reader of literary works, but this is not a module in which Freud's ideas will be used to read literature via a psychoanalytic method. There are no literary texts on this module. Students taking Reading Freud will, instead, be expected to purchase The Freud Reader (ed. by Peter Gay) from which a curated selection of key Freudian texts will be taken. Week by week students will be introduced to the classical works of Freudian theory: The Interpretation of Dreams, a selection of his case studies (including Dora and Anna O); 'Three Essays on the Theory of Sexuality', Civilisation and Its Discontents and Beyond the Pleasure Principle. In doing so, we will follow the intellectual development of Freud's work from the early years of the psychoanalysis defined by a concentration on the individual, through to the 'political turn' in the late Freud's writing in which he focuses his psychoanalytic method upon the individual within society.

As well as covering the key works of Freudian theory, this module will turn to a selection of theoretical interlocutors who extend Freud's work after his death in 1939. As the module progresses and students become more familiar/confident with psychoanalytic theory, we will turn to those figures who found in psychoanalysis a methodology that could be used to develop their own theoretical and philosophical positions. In pairing Freudian theory with the work of Jacques Lacan, Jacques Derrida, Judith Butler, Julia Kristeva, Hélène Cixous and Luce Irigaray, Reading Freud will demonstrate the intellectual legacy and importance of Freud's writing as it escapes beyond the walls of the clinic.

Component	When Set	%	Comment
Essay	End	75	Final essay of 3000 words
Written exercise	Mid	25	A 1000-word encyclopaedia entry covering a psychoanalytic term

SEL3428: Freedom and Imagination: US Literature 1850-1900

Module Leader: Professor James Annesley

Semester 2, 20 credits
No pre-requisites

This is a post-1800 Literature module.

Freedom and Imagination will give students the chance to develop their knowledge of US literature from the second half of the 19th Century by reading texts in terms mediated by an account of the social and historical contours of US society in the period, particularly the pressures created by Slavery/Post Slavery, the American Civil War, Westward Expansion and the annexation of territories from Native Americans, First Wave Feminism in the US (following the Seneca Falls Convention in 1848) and other relevant social contexts. Through the course of the module, we will be reading Henry David Thoreau's, Walden, Kate Chopin's, The Awakening, Charles Chesnutt's, The Marrow of Tradition, Frederick Douglass', Narrative of the Life of Frederick Douglass and other texts from the period.

Component	When Set	%	Comment

Essay	End	85	2500 words
Prof skill assessment	End	15	Participation in class activities plus a portfolio of reflective and self-evaluative exercises, approximately 600 words
Essay	Mid	Formative	1000-word essay

SEL3458: Growing up Global: Children's Literature and the Child

Module Leader: Dr Emily Murphy

Semester 1, 20 credits
No pre-requisites

<mark>This is a post-1800 Literature module.</mark>

Since the end of World War I, children have been cast as the ideal "global citizen": able to embody the flexible form of citizenship needed to survive in a time when changes in migration patterns and advances in technology increasingly required adults to interact with people of other nationalities and cultures. When tracing the origins of global citizenship, however, it becomes evident that this concept has often been deployed as a means of securing and expanding national power rather than as a means for building a world community. This module will consider the emergence and development of the concept of the child as global citizen. To this end, students will be introduced to a number of important works of literary criticism to help understand the theoretical underpinnings of the key term 'global.'

Students will also read a range of texts published for children and will consider how these texts construct the child as 'global citizen' as well as a 'global' children's literature. Module lectures and seminars will be supplemented by a range of exciting interactive sessions, including a virtual study abroad exchange with one of Newcastle University's global children's literature network partners.

At the end of this module you should be able to:

1. Understand how and why childhood is a site of extensive cultural and social interest

2. Interpret texts for children in a nuanced and critically appropriate way

3. Contextualise these texts within wider cultural, social and historical ideas about the child and global citizenship

Component	When Set	%	Comment
Portfolio	End	50	2000 words
Portfolio	Mid	50	2000 words

SEL3056: Language in the City

Module Leader: Dr Dan Duncan

Semester 12 20 credits
Pre-requisites: SEL2091

The module aims to:

- Examine the role of demographics, development, and public policy in driving language variation and change in metropolitan areas

- Introduce advanced terms, concepts and premises underlying sociolinguistic research, with particular respect to the variationist paradigm

- Give a broad understanding of sociolinguistic fieldwork techniques

- Apply the terminological distinctions, principles, methods and concepts used within these sub-disciplines to actual and novel case studies that explore the inter-relationships between language and society.

- Further explore specific topics at the community and national level.

Component	When Set	%	Comment
Reflective log	Mid	33	Reflective photojournal, 1000 words
Essay	End	65	2500 words
Professional skill assessment	Mid	2	Submission of DECTE access form

SEL3413: Language and Ageing

Module Leader: TBC

Semester 1, 20 credits
Pre-requisites: SEL1032 - *Students who did not take SEL2091 Stage 2 are strongly advised to consult the module leader before registering for this module.*

Incoming exchange students need a good foundation variationist sociolinguistics (esp. in terms of fieldwork methods & data analysis).

This advanced module in sociolinguistics takes a multi-disciplinary approach to examining patterns of language variation and change in later life. It teaches students the key methodological challenges and theoretical imperatives for studying the language use of older adults, and explores with them how insights from gerontology, geriatrics and cognitive psychology can enrich our understanding of the mechanisms underpinning language variation and change in older adults. Students will learn to apply the following to the analysis and interpretation of vernacular speech data from older adults: advanced methodological tools from variationist sociolinguistics; ongoing discoveries about language and ageing from across the language sciences; and multi-disciplinary insights into the complexity of age and ageing from the health and social sciences. Students will also participate in reciprocal intergenerational learning activities with older community members, which will enhance their intergenerational communication skills and support their development as socially responsive and responsible citizens in age-friendly communities. These activities will also ensure that students' findings from their project work reach a wider audience of non-linguists.

Component	When Set	%	Comment
Research paper	Mid	75	2750-word essay reporting results of data analysis exercise
Report	End	25	500-word report (prepared as a group or, where appropriate, individually)

SEL3430: Advanced Second Language Acquisition

Module Leader: Dr Sujeewa Hettiarachchi

Semester 2, 20 credits
Pre-requisites: SEL1027 & SEL2237

This module will advance students' understanding of different aspects and theories of Second Language Acquisition (SLA). It will explore how different acquisition contexts (e.g. classroom learning vs. community acquisition), different external factors (e.g. cognitive, psychological, social), and different literacy levels affect second language

development. It will also examine how universals and first-language transfer affect second language acquisition across different linguistic domains (morpho-syntax, phonology, lexicon). Students will acquire advanced knowledge of SLA theories and develop advanced skills in analysing second language data.

Component	When Set	%	Comment
Essay	Mid	30	1500-word Literature Review
Portfolio	End	70	2500 -word L2 Research Portfolio
Report	Mid	Formative	500-word report on an aspect of SLA

SEL3438: From Input to Output: The Blackbox of Child Language Acquisition

Module Leader: Dr Emma Nguyen

Semester 2, 20 credits
Pre-requisites: SEL2235

Language is an incredibly complex system of knowledge. Not only are there multiple levels of representation – of sounds and words and phrases and whole utterances - 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 through language.

Nonetheless, this is precisely the knowledge children must acquire. And their task is not simple. The patterns of knowledge can be difficult to discern from the available input and, to top it off, the data children learn from is often ambiguous and full of exceptions anyway. Yet despite all this, all typically-developing children learn their native language nearly effortlessly, generalizing from noisy input in very specific ways. The degree of proficiency attained by very young children in their native language is almost never achieved by adults who are far more cognitively developed. How is this possible?

In this class, we delve into the process of language acquisition, exploring the way in which infants and very young children unconsciously uncover the rich systematic knowledge of their native language and their capacity to deploy that knowledge. To put this knowledge into perspective, we pay additional attention to the target state of adults as it is understood from language processing. We focus on both experimental methods and computational studies that quantitatively investigate the manner and path of human language acquisition.

Component	When Set	%	Comment
Written exam	Mid	40	In-person exam to objectively test student understanding of foundational notions of learning strategies and empirical discoveries in language acquisition and processing.
Research proposal	End	60	Experimental Research Proposal: 2500 words (or equivalent) written exercise expanding upon a chosen topic in language acquisition and processing and detailing a proposed experiment.

SEL3441: Medieval and Early Modern Meaning: English Historical Semantics

Module Leader: Dr Adam Mearns

Semester 1, 20 credits
Pre-requisites: SEL1028

Students whose degree programme did not involve the pre-requisite module SEL1028 at Stage 1 will be able to take SEL3441 if they completed at least two of the other introductory Language/Linguistics modules at Stage 1: i.e. SEL1027 plus either SEL1008 or SEL1032.

This module gives you the chance to explore a fundamental aspect in the history of the English language: the meanings of words and the ways in which they have changed across the centuries, from Old English (c.500-1100 AD), through Middle English (c.1100-1500), and into Early Modern English (c.1500-1750). We will examine both the evolving meanings of individual words and the crucial issue of how groups of related words work together in lexical and semantic fields, with changes in individual terms often having much wider implications for the way in which certain areas of life and human experience were conceived, discussed, and represented in the literature of earlier periods. To add depth to our investigation of these issues, we will also consider the sociohistorical contexts and their impact, e.g. in terms of the way in which key events established channels for loanwords from other languages to enter, and change, the vocabulary of English. As well as helping you to develop a detailed understanding of the English lexicon in its historical context, this module provides an opportunity for you to enrich your understanding and skills in the wider study of language and linguistics in two key areas. First, it will introduce you to current frameworks that inform not only the study of English historical semantics, but of lexical semantics in general and linguistic features more broadly, encouraging you to make a critical evaluation of their strengths and weaknesses as you apply them to the study of medieval and early modern English words. Second, with the module's focus on empirical data, you will be further enhancing your general analytical skills and your familiarity in working with cutting-edge digital resources, in the form of the online dictionaries, thesauruses, databases, and corpora of historical English texts that will be at the heart of your research.

Component	When Set	%	Comment
Written exercise	Mid	20	750-word 'lexical sketch'
Essay	End	80	3000-word essay

SEL3448: Current Issues in Linguistics

Module Leader: Professor Michelle Sheehan
Semester 2, 20 credits
Pre-requisites: SEL1028

This module examines current debates and cutting-edge scholarly research in linguistics, focusing primarily on key research from the last 5-10 years. Each year this module covers a specialist topic spanning the subject area's world-class research expertise in linguistic theory, language evolution, acquisition and development, and language variation and change. Primary literature in the chosen topic will be discussed at length, building critical thinking skills by concentrating on current state-of-the-art research in the field. Students will take an active role in leading the discussion, gaining key skills in presentation of complex research and an in-depth understanding of knowledge creation within the field.

This module will cover current research and developments in an advanced topic in linguistics (for 26-27, The Language of Perception)

Component	When Set	%	Comment
Portfolio	Mid	60	A portfolio including oral presentation about current primary research and written reflections regarding engagement with primary research, 1500-2000 words
Written exercise	End	40	Research plan, 1000 words

SEL3454: New Words in English

Module Leader: Dr William van der Wurff

Semester 1, 20 credits
Pre-requisites: SEL1027

The themes to be covered in the lectures (further discussed/applied in the small group classes) will include: data and methods of data collection, the structure of different types of new words, the issue of morphological productivity, issues in measuring lexical frequency, new lexis in recent English, and theoretical issues involved in the study of these topics. Special attention will be paid to practical issues arising in doing actual research on new words.

Component	When Set	%	Comment
Written examination	Mid	35	50-minute examination testing knowledge and understanding of methods and concepts of new-word analysis
Essay	End	65	Final essay, testing ability to collect and analyse data for the purpose of answering a research question

SEL3460: Multilingualism

Module Leader: Dr Niamh Kelly

Semester 1, 20 credits
No pre-requisites

This module examines current debates and cutting-edge scholarly research in Multilingualism, focusing primarily on key research from the last 10 years. This topic covers 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, and also considers issues around the role of languages in shaping identity and society.

Primary literature will be discussed at length, building critical thinking skills by concentrating on current state-of-the-art research in the field. Students will take an active role in leading the discussion, gaining key skills in presentation of complex research and an in-depth understanding of knowledge creation within the field.

Component	When Set	%	Comment
Portfolio	Mid	60	A portfolio including oral presentations about current primary research, and written reflections regarding engagement with primary research, approx. 1500-2000 words
Written exercise	End	40	Mock academic peer review exercise, 1000 words

SEL2000: Phonetics and Phonological Theory

Module Leader: Dr Rory Turnbull & Dr Niamh Kelly

Semester 1, 20 credits
Students may take up to one stage 2 module, students may not take the same module twice.
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

Students may take up to one stage 2 module, students may not take the same module twice.

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)

SEL2091: Sociolinguistics

Module Leader: TBC

Semester 1, 20 credits

Students may take up to one stage 2 module, students may not take the same module twice.

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

Component	When Set	%	Comment
Problem solving exercises	Mid	Formative	N/A

SEL2212: Early English: Texts, Patterns and Varieties

Module Leader: Professor Karen Corrigan

Semester 2, 20 credits

Students may take up to one stage 2 module, students may not take the same module twice.

Pre-requisites: SEL1032

Lecture material provides a chronological survey of English, examining the major features of Old English, Middle English, and Early and Late Modern English. It also explores special topics related to the socio-historical and linguistic context in the areas of standard languages, variation and language contact, with examples potentially drawn from Scots, Irish and American varieties, as well as English varieties. Small group classes focus on the detailed examination of the language in action, with an emphasis on the reading and analysis of texts which range across the centuries and across genres, including literary texts and personal letters.

Component	When Set	%	Comment
Essay	Mid	40	1500-word essay
Digital exam	End	60	Closed book examination

SEL2219: Monsters, Misery & Miracles

Module Leader: Dr Aditi Nafde

Semester 1, 20 credits

Students may take up to one stage 2 module, students may not take the same module twice.

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

Students may take up to one stage 2 module, students may not take the same module twice.

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
Students may take up to one stage 2 module, students may not take the same module twice.
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
Students may take up to one stage 2 module, students may not take the same module twice.
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

Students may take up to one stage 2 module, students may not take the same module twice.

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.

SEL2441: Philosophy of Linguistics

Module Leader: Dr Geoff Poole

Semester 2, 20 credits

Students may take up to one stage 2 module, students may not take the same module twice.

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

NCL3007: Career Development for Final Year Students

Module Leader: Mr Darrin Beattie

Semesters 1 & 2, 20 credits total
No pre-requisites

This is a Careers module offered as an optional / additional module.

The Career Development module offers students the opportunity to undertake work-related learning in a variety of environments, both on and off the University campus. Through engagement with the module, students will learn about themselves, enhancing their employability and personal enterprise skills as well as contributing towards meeting the aims of the host organisation.

Component	When Set	%	Comment
Portfolio 1	Mid	50	N/A
Portfolio 2	End	50	N/A