Module Sign-up Brochure 2024-25
Q100: Linguistics
Stage 2 going into Stage 3

1. Do your research

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

2. Sign up Online: Tuesday 30th April, from 9am

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

FAQs

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

How long will module selection take?
A few minutes.

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

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

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

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

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

Rules of your Programme

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

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

Rules	Code	Module Title	Total Credits	Sem 1	Sem 2
Example	SEL1234	Example	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
Language / Linguistics **Pick 3, 4 or 5** *Additional Options (if not already studied at Stage 2)* **Pick 0 or 1**	SEL3005	Origins and Evolution of Language	20	20	
	SEL3056	Language in the City	20		20
	SEL3349	The History of Linguistic Ideas	20		20
	SEL3413	Language and Ageing	20		20
	SEL3430	Advanced Second Language Acquisition	20	20	
	SEL3431	Laboratory Phonology	20		20
	SEL3438	From Input to Output: The Blackbox of Child Language Acquisition	20		20
	SEL3441	Medieval and Early Modern Meaning: English Historical Semantics	20	20	
	SEL2000	Phonological Theory	20	20	
Additional Options (if not already studied at Stage 2) **Pick 0 or 1**	SEL2089	Syntactic Theory	20	20	
	SEL2091	Sociolinguistics	20	20	
	SEL2212	Early English: Texts, Patterns and Varieties	20		20
	SEL2219	Monsters, Misery & Miracles: Heroic Life in Old English Poetry	20		20
	SEL2229	Experimental Methods in Linguistics	20		20
	SEL2230	Multilingualism	20		20
	SEL2234	Pragmatic Theory	20	20	
	SEL2236	Intonation and Prosody	20		20
	SEL2237	Introduction to Second Language Acquisition	20		20
Optional Outside Modules **Pick 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	
		TOTAL			

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

Module Descriptions

SEL3326/7: Extended Study: Linguistics and English Language

Module Leader: Dr Gabriel Martinez Vera

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: Dr Gabriel Martinez Vera

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)

SEL3005: Origins and Evolution of Language

Module Leader: Dr Christine Cuskley

Semester 1, 20 credits
No pre-requisites

Aims: To examine recent theories of language origins and evolution from a linguistic perspective; to examine work on the physical evidence concerning the origins of language, especially from a linguistic perspective; to consider additional evidence from a biological, anthropological, neurological and palaeontological perspective.

Component	When Set	%	Comment
Essay	End	50	2000 words
Written exercise	Mid	50	1500 words (short answer)

Written exercise	Mid	Formative	Formative quizzes throughout the semester including built in feedback, allowing students to assess their comprehension of readings.

SEL3056: Language in the City

Module Leader: Dr Daniel Duncan

Semester 2, 20 credits
Pre-requisites: SEL2091: Sociolinguistics

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
Prof skill assessment	Mid	2	Submission of DECTE Access form

SEL3349: The History of Linguistic Ideas

Module Leader: Dr Geoff Poole

Semester 2, 20 credits
Pre-requisites: SEL1027 & SEL2000

Aims:

1. Familiarize the student with different approaches to the study of human language from antiquity to the present.

2. Examine the major intellectual and cultural trends of the societies in which these approaches were formulated.

3. Enable the student to appreciate both the role that intellectual and cultural contexts play in the development of theories of language and the impact that theories of language can have on intellectual and cultural trends.

Component	When Set	%	Comment
Written exercise	End	75	3000-word final essay on a topic of the student's choice
Written exercise	Mid	25	1000-word essay
Written exercise	Mid	Formative	500-word essay
Written exercise	Mid	Formative	250-word peer feedback exercise

SEL3413: Language and Ageing

Module Leader: Dr Heike Pichler

Semester 1, 20 credits

Pre-requisites: SEL1032 - Students who did not take SEL2091: Sociolinguistics at 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)
Written exercise	Mid	Formative	500-word research paper outline or abstract

SEL3430: Advanced Second Language Acquisition
Module Leader: Dr Sujeewa Hettiarachchi
Semester 1, 20 credits
Pre-requisites: SEL1027: Introduction to the Structure of Language 1 & (TBC)

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 words
Essay	End	70	2500 words
Report	Mid	Formative	500-word report on an aspect of SLA

SEL3431: Laboratory Phonology
Module Leader: Dr Niamh Kelly
Semester 2, 20 credits
Pre-requisites: SEL1027 & SEL2000

This module aims to develop students' research skills by bringing together phonological theory and experimental techniques. The module will cover skills related to reading literature in Laboratory Phonology, becoming familiar with experimental techniques in the field, and designing experiments.

Component	When Set	%	Comment
Research paper	End	75	2500-3000 words
Lab report	Mid	25	1000 words

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

Module Leader: Dr Emma Nguyen & Dr Rebecca Woods

Semester 2, 20 credits

Pre-requisites: SEL2235: CHiLD: Current Hypotheses in Language Development

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 will consider theoretical approaches and empirical methodologies to child language development and evaluate major empirical findings in the field. A broader aim of this module is to prepare students for conducting independent child language research, including identifying research gaps, formulating research questions and hypotheses, developing methods of data collection and analysis.

Component	When Set	%	Comment
Written examination	Mid	40	In-person exam to objectively test student understanding of foundational notions of learning strategies and empirical discoveries in Child Language Acquisition.
Research proposal	End	60	Experimental research proposal: 2500 words (or equivalent) written exercise expanding upon a chosen topic in child language acquisition 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: Introduction to the Structure of Language 2

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. For incoming exchange students: basic introductory courses in linguistics and some experience in language change or the history of the English language would be useful.

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

SEL2000: Phonological Theory

Module Leader: Dr Rory Turnbull

Semester 1, 20 credits

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

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

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

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

SEL2089: Syntactic Theory

Module Leader: Dr Geoffrey Poole

Semester 1, 20 credits

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

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

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

Component	When Set	%	Comment
Written exam	End	75	24 hr take-home exam. Any notes, books, materials, internet, etc. may be used (3000 words)
Essay	End	25	1000-word précis

Written exercise	Mid	Formative	Portfolio of semi-weekly problem sets (pre and post seminar)

SEL2091: Sociolinguistics

Module Leader: Dr Daniel Duncan

Semester 1, 20 credits

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

No pre-requisites

This module builds on the knowledge of language variation & change and data analysis skills obtained in SEL1032 in order to develop a fuller understanding of sociolinguistics. It introduces this domain of linguistics from two perspectives:
•Microsociolinguistics, the study of language variation and change at the level of individuals, groups, and communities. With particular emphasis on the framework of variationist sociolinguistics, the module explores how linguistic variation is influenced by societal factors like social class and ethnicity.
•Macrosociolinguistics, the study of language at the societal level. With particular emphasis on the sociology of language, the module explores how society shapes broader linguistic outcomes like language maintenance or shift, language endangerment, and the development of pidgins and creoles.
This module refines data analysis skills by further developing quantitative reasoning skills. It adds basic inferential statistics to the analytical toolkit and explores how these are used to refine and test linguistic hypotheses.

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

SEL2212: Early English: Texts, Patterns and Varieties

Module Leader: Dr William Van der Wurff

Semester 2, 20 credits

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

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

Module aims:

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

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

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

Module Leader: Dr Adam Mearns

Semester 1, 20 credits

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.

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

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

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

SEL2229: Experimental Methods in Linguistics

Module Leader: Dr Christine Cuskley

Semester 2, 20 credits

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

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

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

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

SEL2230: Multilingualism

Module Leader: Dr Rebecca Woods

Semester 2, 20 credits

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

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

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

Component	When Set	%	Comment
Practical/lab report	Mid	40	Creation of a small scale multilingual dataset using CHILDES/SLAN with explicit description and discussion of methods employed and decisions made. 1500 words
Written exercise	End	60	Detailed analysis of a provided dataset, linking to broader issues in multilingual language acquisition and/or use. 2000 words

SEL2234: Pragmatic Theory

Module Leader: Dr Gabriel Martinez Vera

Semester 1, 20 credits

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

Pre-requisites: SEL1027 & SEL1028

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

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

SEL2235: CHiLD Current Hypotheses in Language Development

Module Leader: Dr Emma Nguyen & Dr Rebecca Woods

Semester 1, 20 credits

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

Pre-requisites: SEL1027

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

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

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

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

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

Module Leader: Dr Niamh Kelly & Dr Rory Turnbull

Semester 2, 20 credits

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	25	1000-word report
Written exercise	End	75	3000-word research project

SEL2237: Introduction to Second Language Acquisition

Module Leader: Dr Sujeewa Hettiarachchi

Semester 2, 20 credits

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

Pre-requisites: SEL1027

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

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

NCL3007: Career Development for Final Year Student

Module Leader: Dr Darrin Beattie

Semesters 1 & 2, 20 credits total

Pre-requisites: Details of pre-requisite requirements can be found at:
https://www.ncl.ac.uk/careers/modules/cdm/registration/

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