

# Module Sign-up Brochure 2024-25

## Q1T4: Linguistics with Chinese / Japanese

### Stage 1 going into Stage 2

#### 1. Do your research

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

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

- Have the rules for your programme, from this brochure, with you when you log onto S3P: <https://s3p.ncl.ac.uk/login/index.aspx>
- Compulsory modules will already be selected and optional modules will be listed for you to choose.
- The portal will close on **8<sup>th</sup> 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](tel:01912085559) to log the issue. Alternatively, you can email [elll@ncl.ac.uk](mailto:elll@ncl.ac.uk) and we will try to assist you.

##### Will I get my first choice of modules?

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

##### I need further advice and guidance. Who should I ask?

If your question is in regard to 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): [michelle.sheehan1@newcastle.ac.uk](mailto:michelle.sheehan1@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](mailto: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
<i>Compulsory*</i>	SEL2000	Phonological Theory	20	20	
	SEL2089	Syntactic Theory	20	20	
<i>Japanese Pick 1 based on your level</i>	JPN2010	Level B (HE Intermediate) Japanese	40	20	20
	JPN4010	Level C (HE Advanced) Japanese	40	20	20
<i>Chinese Pick 1 based on your level</i>	CHN2010	Level B (HE Intermediate) Chinese	40	20	20
	CHN4010	Level C (HE Advanced) Chinese	40	20	20
<i>Optional Language / Linguistics Pick 2</i>	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
	SEL2235	CHiLD: Current Hypotheses in Language Development	20	20	
	SEL2236	Prosody and Intonation	20		20
	SEL2237	Introduction to Second Language Acquisition	20		20
<b>TOTAL</b>					

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

## Module Descriptions

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

### SEL2000: Phonological Theory

Module Leader: Dr Rory Turnbull

**Semester 1, 20 credits**

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

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

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

## SEL2089: Syntactic Theory

Module Leader: Dr Geoffrey Poole

Semester 1, 20 credits

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

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

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

## JPN2010 – Level B (HE Intermediate) Japanese

Module Leader: Mrs Kumi Casey

Semesters 1 & 2, 40 credits total

**Pre-requisites: A Level Japanese Grade A or equivalent.** Students who have previously taken **JPN1065 AND JPN1066** are advised not to proceed to Level B unless they have achieved at least 40% in these modules.

This module aims to:

- consolidate the linguistic foundation with a view to further study.
- provide students with sufficient target language competence and inter-cultural sensitivity for communicative interaction with native speakers and to enable them to cope with typical situations met during a potential period of study abroad.
- continue to provide students with skills necessary to become better language learners.

Component	When Set	%	Comment
Written exercise	Mid (sem 1)	15	Written assignment, Vocab, Grammar and Kanji regular tests.
Written exercise	Mid (sem 2)	15	Written assignment, Vocab, Grammar and Kanji regular tests.
Oral exam	Mid (sem 2)	15	Communication skills including listening skills are assessed during the oral exam
Written exam	Mid (sem 1)	15	Kanji, grammar, basic test translation of basic sentences, (ENG>JPN, JPN>ENG), reading comprehension of unseen texts, writing
Written exam	End (sem 2)	40	Reading / Grammar / Writing - will test students' ability to handwrite in the target language

## JPN4010 – Level C (HE Advanced) Japanese

Module Leader: Ms Etsuko Suda

**Semesters 1 & 2, 40 credits total**

**Pre-requisites:** the students are expected to have completed Japanese language level B (**JPN2010**). In addition, Japanese language competency equivalent to Japanese Language Proficiency Test N3 is required.

This module provides students with upper intermediate/advanced language competence to cope with the linguistic demands of real life in general. Students will build upon the achievements made during the year abroad in Japan, increasing their knowledge of vocabulary and grammatical structures at intermediate and post-intermediate levels. They will be able to read a wide range of un-edited materials (e.g., literary works, newspapers, essays, magazines, etc.) dealing with a variety of topics and to understand a wide range of spoken Japanese (e.g., news, TV dramas, etc.).

Component	When Set	%	Comment
Written exam	Mid (sem 1)	15	Written assessment containing kanji, vocabulary, grammar, reading and translation
Written exam	End (sem 2)	40	Unseen written examination containing kanji, vocabulary, grammar, reading and translation
Written exercise	Mid (sem 2)	20	Vocab and Kanji tests and one translation assignment
Aural exam	Mid (sem 2)	10	N/A
Oral exam	Mid (sem 2)	15	Speech and Q&A

## CHN2010 – Level B (HE Intermediate) Chinese

Module Leader: Ms Linda Cheng

**Semesters 1 & 2, 40 credits total**

**No pre-requisites**

This module aims to:

- consolidate the linguistic foundation with a view to further study.
- provide students with sufficient target language competence and inter-cultural sensitivity for communicative interaction with native speakers and to enable them to cope with typical situations met during a potential period of study abroad.
- continue to provide students with skills necessary to become better language learners.

Component	When Set	%	Comment
Written exam	End (sem 2)	30	Unseen written exam: listening/grammar test, reading comprehension/translating/writing
Oral exam	Mid (sem 2)	15	Week 12
Written exercise	Mid (sem 2)	40	In-class test reading, grammar & sentence translation (15%), 2 handwritten assignments in-class (15%) & weekly online vocab/grammar
Aural exam	Mid (sem 2)	15	Week 11

## CHN4010 – Level C (HE Advanced) Chinese

Module Leader: Dr Fang Su

**Semesters 1 & 2, 40 credits total**

### Pre-requisites

Students are expected to have successfully completed **CHN2010**.

This module aims:

1. To provide students with sufficient language competence to cope with the linguistic demands of real life in general, personal, social and business contexts.
2. To develop an appropriate level of inter-cultural sensitivity in students, enabling successful interpersonal communication in a range of different situations.
3. To continue to provide students with the necessary skills to become better language learners.

Component	When Set	%	Comment
Written exam	Mid (sem 1)	15	Unseen written exam containing grammar, reading comprehension and sentence translations
Written exam	End (sem 2)	40	Unseen written exam containing grammar, reading comprehension and sentence translations.
Written exercise	Mid (sem 2)	20	Writing assignments and regular vocab/grammar tests across Semester 1 and 2
Aural exam	Mid (sem 2)	10	N/A
Oral exam	Mid (sem 2)	15	Includes project presentations and final speech.

## SEL2091: Sociolinguistics

Module Leader: Dr Daniel Duncan

**Semester 1, 20 credits**

**No pre-requisites**

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

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

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

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

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

Module Leader: Dr William Van der Wurff

**Semester 2, 20 credits**

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

Module aims:

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

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

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

Module Leader: Dr Adam Mearns

**Semester 1, 20 credits**

**No pre-requisites**

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

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

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

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

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

## SEL2229: Experimental Methods in Linguistics

Module Leader: Dr Christine Cuskley

**Semester 2, 20 credits**

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

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

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

## SEL2230: Multilingualism

Module Leader: Dr Rebecca Woods

**Semester 2, 20 credits**

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

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

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

## SEL2234: Pragmatic Theory

Module Leader: Dr Gabriel Martinez Vera

**Semester 1, 20 credits**

**Pre-requisites:** **SEL1027** & **SEL1028**.

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

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

## SEL2235: CHiLD Current Hypotheses in Language Development

Module Leader: Dr Emma Nguyen & Dr Rebecca Woods

Semester 1, 20 credits

Pre-requisites: SEL1027

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

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

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

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

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

Module Leader: Dr Niamh Kelly & Dr Rory Turnbull

Semester 2, 20 credits

Pre-requisites: SEL1027

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

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

## SEL2237: Introduction to Second Language Acquisition

Module Leader: Dr Sujeewa Hettiarachchi

Semester 2, 20 credits



**Pre-requisites: SEL1027**

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

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

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