

Module Sign-up Brochure 2024-25

Q1R2: Linguistics with German Year Abroad 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](tel:01912085559) 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): 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; for Linguistics / English Language) 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>German</i> Pick 1 | GER4086 | German: Language for Professional and Academic Purposes | 20 | 10 | 10 |
| | GER4087 | German: Translations and Interpreting | 20 | 10 | 10 |
| <i>Independent Work</i> Pick 1 | SEL3326 | Extended Study 1: Linguistics and English Language | 20 | 20 | |
| | SEL3327 | Extended Study 2: Linguistics and English Language | 20 | | 20 |
| | SML4099 | Dissertation | 20 | 10 | 10 |
| <i>Optional Language / Linguistics*</i> Pick 2, 3 or 4 | SEL3005 | Origins and Evolution of Language | 20 | 20 | |
| | SEL3056 | Language in the City | 20 | | 20 |
| | SEL3413 | Sociolinguistics of Later Life | 20 | 20 | |
| | SEL3426 | Comparative Syntax: English in a Cross-Linguistic Context | 20 | | 20 |
| | SEL3430 | Advanced Second Language Acquisition | 20 | 20 | |
| | SEL3421 | Laboratory Phonology | 20 | | 20 |
| | SEL3438 | From Input to Output: The Blackbox of Child Language Acquisition | 20 | | 20 |
| | SEL3440 | Philosophy of Linguistics | 20 | | 20 |
| <i>Additional Options (if not already studied at Stage 2)</i> Pick 0 or 1 | SEL2000 | Phonological Theory | 20 | 20 | |
| | SEL2089 | Syntactic Theory | 20 | 20 | |
| | SEL2091 | Sociolinguistics | 20 | 20 | |
| | SEL2212 | Early English: Texts, patterns and varieties | 20 | | 20 |
| | SEL2219 | Monsters, Misery & Miracles: Heroic Life in Old English Poetry | 20 | | 20 |
| | SEL2223 | Speakers as Wordsmiths: the Creation of New Words in Present-day English | 20 | 20 | |
| | SEL2229 | Experimental Methods in Linguistics | 20 | | 20 |
| | SEL2230 | Multilingualism | 20 | | 20 |
| | SEL2234 | Pragmatic Theory | 20 | 20 | |
| | SEL2236 | It's not what you say, it's how you say it: Prosody and Intonation | 20 | | 20 |
| | SEL2237 | Introduction to Second Language Acquisition | 20 | | 20 |
| <i>French Modules</i> Pick up to 20 credits | 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 | | | | | |

*Students may replace one of the Optional Language/Linguistics modules with a Stage 4 module with an GER code offered by the School of Modern Languages. Students will need to complete a module change form at the beginning of Semester 1 in October 2023 to change your HSS code into your chosen SML module.

German Modules to Consider

| Code | Module Title | Total Credits | Sem 1 | Sem 2 |
|---------|--|---------------|-------|-------|
| GER4004 | Dutch II | 20 | 10 | 10 |
| GER4015 | A Comparative History of German and English: phonology, morphology, syntax and lexicon | 20 | | 20 |
| GER4017 | Berlin: culture, literature and film from the Weimar Republic to the Berlin Republic | 20 | 10 | 10 |
| GER4018 | Place, belonging and identity in the German-speaking Alps | 20 | 20 | |

Module Descriptions

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

GER4086: Level D (HE Further Advanced) German for Professional & Academic Purposes

Module Leader: Ms Andrea Wilczynski

Semesters 1 & 2, 10 credits total

Pre-requisites: GER2061

In consonance with the overall aims of the degrees offered in SML, this module will:

- build on language skills gained at previous stages
- provide students with an in-depth knowledge of the target language and with the ability to develop a high level of written, spoken and aural proficiency in professional and academic environments
- prepare students for postgraduate study in areas that make extensive use of the target language
- develop students' written, spoken and aural skills into the target language

| Component | When Set | % | Comment |
|---------------------|-------------|-----------|--|
| Oral presentation | End (sem 1) | 40 | This oral exam will test students' ability to speak in the target language in a professional context and engage in a professional discussion |
| Written exercise | End (sem 2) | 60 | This written exam will test students' ability to write in the target language |
| Oral presentation | Mid (sem 1) | Formative | This oral presentation will help students prepare for the spoken examination at the end of semester 1 |
| Written examination | Mid (sem 2) | Formative | This written exercise will help students prepare for the written examination after semester 2 |

GER4087: Level D (HE Further Advanced) German Translation & Interpreting

Module Leader: Ms Andrea Wilczynski

Semesters 1 & 2, 10 credits total

Pre-requisites: GER2061

In consonance with the overall aims of the degrees offered in SML, this module will:

- build on language skills gained at Stages 1, 2 and 3
- provide students with an in-depth knowledge of the German language and with the ability to use it at a high level of proficiency in professional, academic and social environments
- prepare students for postgraduate study in areas that make extensive and intensive use of the target language
- develop students' translation skills (into English) and interpreting skills (into and from German), to an advanced level of competence.

| Component | When Set | % | Comment |
|------------------|-------------|-----------|--|
| Oral exam | End (sem 1) | 40 | Oral exam – interpreting |
| Digital exam | End (sem 2) | 30 | Translation into English (of 250-300 words) PC on-campus exam |
| Written exam | End (sem 2) | 30 | Translation into German (max 250 words) |
| Oral exam | Mid (sem 1) | Formative | Mock interpreting exam |
| Written exercise | Mid (sem 2) | Formative | PC translation mock exam |
| Written exercise | Mid (sem 2) | Formative | Mock translation exam |

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 |

SML4099 – Dissertation

Module Leader: Dr Damien Hall

Semesters 1 & 2, 20 credits total

No pre-requisites

This module aims to allow students to undertake independent research into a specialised area with individual supervision. Students may choose an appropriate topic with guidance from the module leader or supervisor. The area studied should normally fit in with the areas of expertise amongst SML staff, including European, Latin American and Chinese and Japanese film, literature, history and linguistics. Exceptionally in some years, if the topic dictates it, members of academic staff outside SML can supervise dissertations. The chosen topic should be within a broad area which the student has studied previously. There will be four workshops led by the module leader within which students will learn and develop research skills and present their own research. Each student will receive at least four hours of individual supervision (up to a maximum of six where necessary). This module is particularly appropriate for students considering postgraduate study.

| Component | When Set | % | Comment |
|-----------|----------|---|---------|
|-----------|----------|---|---------|

| | | | |
|------------------|-------------|-----------|---|
| Written exercise | Mid (sem 1) | Formative | Dissertation proposal: 250-500 words, to be accepted by supervisor by the end of Induction week |
| Written exercise | Mid (sem 1) | 20 | Dissertation Plan (800 words) |
| Dissertation | End (sem 2) | 80 | 6000-word dissertation |

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

Final Stage Q1R2 students are only permitted to study one Stage 2 module. You can't take a module twice (in second and in final year).

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

Final Stage Q1R2 students are only permitted to study one Stage 2 module. You can't take a module twice (in second and in final year).

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

Final Stage Q1R2 students are only permitted to study one Stage 2 module. You can't take a module twice (in second and in final year).

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

Final Stage Q1R2 students are only permitted to study one Stage 2 module. You can't take a module twice (in second and in final year).

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

Final Stage Q1R2 students are only permitted to study one Stage 2 module. You can't take a module twice (in second and in final year).

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

Final Stage Q1R2 students are only permitted to study one Stage 2 module. You can't take a module twice (in second and in final year).

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

Final Stage Q1R2 students are only permitted to study one Stage 2 module. You can't take a module twice (in second and in final year).

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

Final Stage Q1R2 students are only permitted to study one Stage 2 module. You can't take a module twice (in second and in final year).

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

Final Stage Q1R2 students are only permitted to study one Stage 2 module. You can't take a module twice (in second and in final year).

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

Final Stage Q1R2 students are only permitted to study one Stage 2 module. You can't take a module twice (in second and in final year).

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

Final Stage Q1R2 students are only permitted to study one Stage 2 module. You can't take a module twice (in second and in final year).

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 |

GER4004: Dutch II

Module Leader: Dr Carol Fehringer

Semester 1&2, 20 credits

Pre-requisites: GER2031

In consonance with the overall aims of the degrees offered in the SML, this module will focus on consolidating students' competence in Dutch. It will reinforce students' grammatical and lexical knowledge of the language and their ability to establish and maintain effective social and working relations with speakers of the foreign language.

This is a Dutch language course for students who have passed GER2031 'Beginners' Dutch' or who have done an equivalent beginners' Dutch course elsewhere. It will be divided into two parts:

A) Reading & Writing skills: i.e. Dutch grammar, text comprehension (reading different types of texts and answering questions in Dutch and reading a short Dutch novel);

B) Oral and listening skills (including discussion of the set novel, general conversation and listening exercises).

| Component | When Set | % | Comment |
|------------------|-------------|-----------|---------|
| Written exam | End (sem 2) | 75 | N/A |
| Oral exam | Mid (sem 2) | 25 | N/A |
| Written exercise | End (sem 1) | Formative | N/A |
| Written exercise | End (sem 2) | Formative | N/A |

GER4015: A Comparative History of German and English: phonology, morphology, syntax and lexicon

Module Leader: Dr Carol Fehringer

Semester 2, 20 credits

No pre-requisites

Comparative analysis of English and German, from Old English/Old High German to the present day. Topics include: phonological change, orthographical development, semantic change, lexical borrowing from other languages, changes in inflectional morphology, analogical change, syntactic change. This course is taught and assessed in English.

| Component | When Set | % | Comment |
|--------------------------|----------|-----------|-------------------------|
| Written exam | End | 70 | N/A |
| Written exercise | Mid | 30 | 60-minute in-class test |
| Problem solving exercise | Mid | Formative | Mock test |

GER4018: Place, belonging and identity in the German-speaking Alps

Module Leader: Dr Richard McClelland

Semester 1, 20 credits

No pre-requisites

To introduce students to cultural conceptualizations of alpine space and how these are connected to concepts of identity and belonging. These will be explored through a range of German-language literary, filmic, artistic and philosophical texts, both historic and contemporary.

| Component | When Set | % | Comment |
|------------------|----------|----|----------------------|
| Written exercise | Mid | 30 | 1200-word commentary |
| Essay | End | 70 | 2500-2800 word essay |