# Module Sign-up Brochure 2025-26

## *Q1R2: Linguistics with German*

## Stage 1 going into Stage 2

## 1. Do your research

Read through the information on the SELLL website carefully and ask if you have any questions. If you're unsure of what modules you should be choosing, email UGOffice.elll@newcastle.ac.uk.

## 2. Sign up Online: Thursday 1st May, 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 **12th 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 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 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 (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 Niamh Kelly (niamh.kelly@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 |
|---|---|---|---|---|---|
| *Compulsory** | SEL2000 | Phonological Theory | 20 | 20 | |
| | SEL2089 | Syntactic Theory | 20 | 20 | |
| | GER2061 | Level C (HE Advanced) German | 20 | 10 | 10 |
| *Optional Language / Linguistics*** **Pick 3** | SEL2091 | Sociolinguistics | 20 | 20 | |
| | SEL2212 | Early English: Texts, Patterns and Varieties | 20 | | 20 |
| | SEL2234 | Pragmatic Theory | 20 | 20 | |
| | SEL2235 | CHiLD: Current Hypotheses in Language Development | 20 | | 20 |
| | SEL2237 | Introduction to Second Language Learning and Teaching | 20 | 20 | |
| | SEL2239 | Experimental Practicum | 20 | | 20 |
| | SEL2241 | Philosophy of Linguistics | 20 | | 20 |
| *German Modules* **Pick up to 20 credits** | HSS2110 | Outside Module: 10 credits in semester 1 | 10 | 10 | |
| | HSS2210 | Outside Module: 10 credits in semester 2 | 10 | | 10 |
| | HSS2120 | Outside Module: 20 credits in semester 1 | 20 | 20 | |
| | HSS2220 | Outside Module: 20 credits in semester 2 | 20 | | 20 |
| | | **TOTAL** | | | |

** 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 Stage 2 semester 1 module as a pre-requisite. The candidate will be required to take the deferred module at Stage 4.*

***Students may replace one of the Optional Language/Linguistics modules with GER2031 Beginners' Dutch or another Stage 2 module with a GER code offered in the School of Modern Languages. Students will need to complete a module change form at the beginning of Semester 1 in October 2024 to change your HSS code into your chosen SML module.*

## *German Modules to Consider*

| Code | Module Title | Total Credits | Sem 1 | Sem 2 |
|---|---|---|---|---|
| GER2031 | Dutch I | 20 | 10 | 10 |
| GER2010 | Berlin: culture and society from the Weimar to the Berlin Republic | 20 | 20 | |
| GER2014 | Radicalism, Revolt and Revolution in German Thought | 20 | | 20 |

# 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-words or equivalent |

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## SEL2089: Syntactic Theory

### Module Leader: Professor Michelle Sheehan

**Semester 1, 20 credits**

**Pre-requisites:** Students must have completed **SEL1028** or have the permission of the module leader to enrol on this module. Equivalent introductory modules in SML will also be accepted.

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-hour take-home project. 3000 words. |
| Written exercise | Mid | Formative | Portfolio of semi-weekly problem sets (pre- and post-seminar) |

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## GER2061: Level C (HE Advanced) German

### Module Leader: Okke Baumbach

**Semester 1 & 2, 20 credits total**

**Pre-requisites: GER1070.** Level B German or equivalent.

Students cover a variety of topics related to contemporary German, Austrian and Swiss society, and / or relevant to Contemporary societies and cultures. Depending on student feedback, these may include:

1. Cultural differences
2. A practical guide to living and working in Germany
3. Ethical / controversial current issues

4. Culture and Traditions / Cultural issues
5. German Language and registers
6. Current Affairs

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

1. Focus on further developing students' written and oral communicative competences in German gained in Level B (including fluency, grammatical and lexical accuracy and range; register and pronunciation);
2. Continue to prepare students for the future study of German (including written and oral/aural communicative skills, and intercultural awareness and competence) and/ or for their future learning experience (including independent learning and study skills - reflective skills);
3. Continue to facilitate students' ability to establish and maintain effective social and working relations with speakers of German in written and spoken media during their intercalary year. This includes students' ability to use and understand authentic material and produce their own written and spoken output.

The module will be taught and assessed in German.

| Component | When Set | % | Comment |
|---|---|---|---|
| Written Examination 1 | End | 30 | On-campus exam |
| Written Examination 2 | End | 40 | On-campus exam |
| Oral Examination | Mid | 30 | On-campus, live presentation and discussion |

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## 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 Exercises | Mid | Formative | N/A |

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# SEL2212: Early English: Texts, Patterns and Varieties

## Module Leader: Professor Karen Corrigan

**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) |

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# SEL2234: Pragmatic Theory

## Module Leader: Dr Gabriel Martinez Vera

**Semester 1, 20 credits**

**Pre-requisites: SEL1028.**

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

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

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# SEL2235: CHiLD: Current Hypotheses in Language Development

## Module Leader: Dr Emma Nguyen

**Semester 2, 20 credits**

**Pre-requisites: SEL1027 and 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, how language acquisition relates to cognition in general, and acquisition of language by speakers with sensory or cognitive deficits.

| Component | When Set | % | Comment |
|---|---|---|---|
| Written Examination | 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 |

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## SEL2237: Introduction to Second Language Teaching and Learning

### Module Leader: Dr Sujeewa Hettiarachchi

**Semester 1, 20 credits**

**Pre-requisites: SEL1027**

This module introduces students to the fundamental theories and practices involved in learning and teaching second languages. It explores the relationship between key concepts in second language acquisition (SLA) and the dominant approaches and methods in English language teaching (ELT), situating them within their theoretical and historical contexts. By engaging with both learning and teaching perspectives, this module equips students with the knowledge and skills to critically evaluate SLA theories and teaching methodologies, preparing them for advanced academic and professional roles in language education.

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

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## SEL2239: Experimental Practicum

### Module Leader: Dr Rebecca Woods

**Semester 2, 20 credits**

**No pre-requisites**

**Co-requisites: SEL2229.** The co-requisite will also be accepted as a pre-requisite in the case of Stage 3 (or later) students who want to take SEL2239 and have taken SEL2229 at Stage 2.

The job of a linguist is to scientifically study language in order to capture and explain patterns of linguistic structures and language usage. In order to do this, a linguist makes use of certain tools in their toolbox. The aim of the Practicum module is to provide students with practical research experience and skills while working under the supervision of an established researcher. Additionally, students would be introduced to the methodologies and approaches to data analysis used in formal linguistic investigations of language acquisition.

Students will gain hands-on research experience by being able to contribute to at least one of the following elements of the research process:

- Information gathering, including systematic literature searches and evidence synthesis.
- Aspects of data collection, including building studies to be run in the Linguistics Lab and/or Science Adventures and/or on data collection platforms.
- Data manipulation, including data screening and cleaning, data entry/ transcription/coding, and data analysis.

Whereas a course on language acquisition and development (e.g. SEL2235 and SEL3438) may focus on the process of development and what it means to become a speaker of a language, this course focuses specifically on how we experimentally investigate acquisition and the competence of language learners through carefully designed linguistic experiments and the practical application of this knowledge.

| Component | When Set | % | Comment |
|---|---|---|---|
| Oral Presentation | Mid | 30 | Present in person 10-minute small group presentation for a proposed CLA experiment with 5 minutes for questions. |
| Reflective Log | Mid | 70 | A structured research diary completed throughout the semester. |

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# SEL2241: Philosophy of Linguistics

## Module Leader: Dr Geoffrey Poole

**Semester 2, 20 credits**
**Pre-requisites: SEL1028**

The first part of the module (prior to the Easter break) considers two fundamental and interrelated philosophical questions about language: (1) What is it, really? and (2) How do we (or should we) study it? It examines a number of different approaches, particularly as they were developed during the course of the 20th century: language as a physical object, language as behavior, language as a property of communities, and language as a property of mind.

The post-Easter weeks will apply the pre-Easter foundational/philosophical discussion to various past and present controversies in language and linguistics (e.g., linguistic determinism (aka the Sapir-Whorf Hypothesis), whether generative AI systems actually do (or even could) 'have language' (or 'be intelligent'), and linguistic issues connected to class, gender, and disability).

At the end of the module, students are expected to be able to critically discuss foundational philosophical questions in the study of language and mind and be able to apply those insights to historical and current controversies in language and linguistics.

| Component | When Set | % | Comment |
|---|---|---|---|
| Essay 1 | Mid | 75 | 2500-word essay |
| Essay 2 | End | 25 | 1000-word blog entry |

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# GER2031: Beginners' Dutch

## Module Leader: Dr Carol Fehringer

**Semester 1&2, 20 credits**
**Co-requisites: GER1070 OR GER2061.** This module is only open to students who are also taking Level C German (GER2061) or Level B German (GER1070) at Stage 2.

This module will introduce students to the Dutch language both in its written and spoken form, so that by the end of the course students will be able to speak and write in Dutch to roughly between GCSE and A-level standard.

This course is an introduction to the Dutch language for students who speak German. It will be divided into two parts:

a. Writing skills: i.e. Dutch grammar and text comprehension (reading different types of texts and answering questions in Dutch;
b. Oral and listening skills (including role-plays based on the set coursebook, general conversation and listening exercises).

One hour a week will be given to each part of the course. Part B will be taught by a native speaker of Dutch.

| Component | When Set | % | Comment |
|---|---|---|---|
| Oral examination | End (sem 2) | 25 | N/A |
| Written examination | End (sem 2) | 75 | N/A |
| Written exercise | Sem 1 & 2 | Formative | Small practice assignments throughout the year. |

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## GER2010: Berlin: culture, literature and film from the Weimar Republic to the Berlin Republic

### Module Leader: Dr Teresa Ludden

**Semester 1, 20 credits**
**Co-requisites: GER2061.**

This module aims to introduce the most important aspects of the cultural history of Berlin from 1900 to the present day; to understand Berlin's cultural and historical importance during the Weimar Republic; to understand aspects of Weimar culture and society through the analysis of print media, film, social theory and literature; to understand the history of the divided city 1945-1989 and how this was represented in aesthetic representations; to understand 21st Century changes and developments and the role played by the contemporary city as cultural capital of Germany; to encourage students to read German in an academic register, and to engage in critical discussions about texts and history in an academic context.

| Component | When Set | % | Comment |
|---|---|---|---|
| Written examination | End | 50 | 90 minutes |
| Essay | Mid | 50 | 2000-word essay in English. To be submitted at the end of Semester 1. |

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## GER2014: Radicalism, Revolt and Revolution in German Thought

### Module Leader: Dr Richard McClelland

**Semester 2, 20 credits**
**Co-requisites: GER2061.**

This module begins with a series of questions: How can we create a society that is founded on freedom and equality? How might we resist state oppression? What alternatives exist to the capitalist status quo? What role can students play in resisting or overthrowing the political order? In short, what is to be done?

It is questions like these that were proposed by a broad range of German intellectuals and philosophers. From stalwarts of the left like Karl Marx and Friedrich Engels, to revolutionary figures like Rosa Luxemburg and fringe terrorist organisations like the Rote Armee Fraktion, German culture has a strong tradition of radical thinkers and political actors. This module is your opportunity to engage directly with these thinkers and their ideas.

We will begin with Karl Marx and Friedrich Engel's "The Communist Manifesto" (1848) and work through pivotal thinkers from the early decades of the twentieth century (Rosa Luxemburg, Walter Benjamin). We will then look at responses to totalitarianism (Hannah Arendt) and new directions in left-wing thinking in the 1960s before moving into the twenty-first century to consider thinkers responding to our own times and the problems facing the world today (Byung-Chul Han).

You will be introduced to some of the major left wing thinkers and their ideas in lectures, which will provide information on the social, political and intellectual contexts in which thinkers and philosophers developed their ideas. In seminars, you will work closely with primary texts: radical manifestos, revolutionary pamphlets and other

materials that call for the status quo to be overturned. You will critique the ideas contained in these texts, consider the influence that they had historically, and interrogate whether they still carry a message for us today.

| Component | When Set | % | Comment |
|---|---|---|---|
| Written Exercise | Mid | 50 | Length: 1750-2000 words Students will write a critical commentary responding to an extract from one of the set texts. |
| Reflective Log | End | 50 | This assessment has two components: 1. A zine (4 x a5 pages long i.e. an a4 sheet of paper folded into a booklet). 2. A reflective response (1750-2000 words) |