Module Sign-up Brochure 2025-26

Q300: English Language & Literature

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
Example	SEL1234	Example Module	20	20	
Pre 1800 Literature* **Pick 1 or 2**	SEL2201	Renaissance Bodies	20	20	
	SEL2202	Writing New Worlds, 1668-1789	20		20
	SEL2203	Revolutionary Britain: 1789-1832	20	20	
	SEL2232	Stagecraft in Early Drama	20	20	
*Post 1800** Literature* **Pick 1 or 2**	SEL2204	Victorian Passions: Victorian Values	20		20
	SEL2206	Contemporary Cultures	20	20	
	SEL2215	Creative Practice	20	20	
	SEL2322	Literatures of Decolonisation	20		20
	SEL2240	Early 20th Century American Literature	20		20
Language / Linguistics **Pick 2, 3 or 4**	SEL2000	Phonological Theory	20	20	
	SEL2089	Syntactic Theory	20	20	
	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 Teaching and Learning	20	20	
	SEL2239	Experimental Practicum	20		20
	SEL2241	Philosophy of Linguistics	20		20
*Optional Outside Modules**** **Pick no more than 20 credits**	SEL2224	Poetry Workshop	20		20
	SEL2226	Theatre Script Workshop	20	20	
	SEL2227	Prose Workshop	20		20
	SEL2228	Screenwriting Workshop	20		20
	NCL2007	Career Development Module for second year students	20	10	10
	HSS2110	Outside Dummy Module: 10 credits in Semester 1****	10	10	
	HSS2210	Outside Dummy Module: 10 credits in Semester 2****	10		10
	HSS2120	Outside Dummy Module: 20 credits in Semester 1****	20	20	
	HSS2220	Outside Dummy Module: 20 credits in Semester 2****	20		20
		TOTAL			

*****requires DPD approval. You will also need to complete a module change form at the beginning of Semester 1 in October 2025 to change your HSS code into your chosen outside module.*

Students who wish to complete the Dissertation in English Literature at Stage 3 must select at least THREE literature modules, with at least ONE from both the pre-1800 and/or post-1800** literature module selection.*

*Candidates who do not wish to complete the Dissertation: Long-Form Essay at Stage 3 may choose up to 20 credits from the Optional Modules selection***.*

Module Descriptions

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

SEL2201: Renaissance Bodies

Module Leader: Dr Emma Whipday

Semester 1, 20 credits
No pre-requisites

This is a pre-1800 Literature module.

The Renaissance 'rebirth' of intellectual and artistic activity across Western Europe gave rise to new genres, onstage and on the page. From closet drama to Shakespearean tragedy, and from elite sonnets to popular printed prose, we will explore how writers aimed to stimulate the sensory experiences of their audiences. What did it feel like to be a body in Renaissance England? What did writers, readers, and audiences see, hear, touch, and smell? This module will trace how the rich and various genres of Renaissance literature imagine, represent, and affect the Renaissance body, in print, manuscript, and performance.

Component	When Set	%	Comment
Essay	End	70	EITHER an essay OR a creative portfolio (both 2500 words)
Written exercise	Mid	30	1500 words

SEL2202: Writing New Worlds, 1688-1789

Module Leader: Dr Laura Kirkley

Semester 2, 20 credits
No pre-requisites

This is a pre-1800 Literature module.

The core idea of this module is that the literature of this period engages in diverse and complex ways with the discovery, understanding, and representation of 'new worlds'. These new worlds are not simply geographical; they are also social, cultural, ideological, political, environmental, and psychological. Such engagement took place as many phenomena that we now recognize as modern (scientific experiment, celebrity, global trade, feminism) began. As we study works of prose, poetry, drama, and other kinds from the 1680s to the 1780s, we will examine how new worlds of such dynamism and significance were written into being that they still shape our thinking today.

Component	When Set	%	Comment
Written exercise	End	70	A 3000-word keyword essay OR a creative pastiche and related commentary totalling 3000 words.
Written exercise	Mid	Formative	Structured tasks undertaken throughout the semester.

SEL2203: Revolutionary Britain, 1789-1832

Module Leader: Dr Jonathan Quayle

Semester 1, 20 credits

No pre-requisites

This is a pre-1800 Literature module.

This module aims to explore the many dynamic ways in which writings of the late eighteenth and early nineteenth-century engaged with such major historical events as the French Revolution and the French Revolutionary and Napoleonic wars. Throughout the module, we will explore how writers of the Romantic period (c. 1789-c. 1832) used a range of genres - including the novel, poems, essays and prose 'pamphlets' - to address themes of national identity, gender, slavery, class, conflict, nature and place, the past, the figure of the poet, childhood and the family, and religion. Starting with the responses of British writers to the French Revolution in the 1790s, we will go on to examine the further re-shaping of literature in Britain after the end of the Napoleonic wars in 1814. Writings by the following authors are likely to be studied: Edmund Burke, Thomas Paine, Mary Wollstonecraft, William Blake, Samuel Taylor Coleridge, William Wordsworth, Jane Austen, Percy Shelley, Robert Wedderburn and William Hazlitt.

Component	When Set	%	Comment
Written exercise	End	75	A 3000-word essay
Written exercise	Mid	25	A 1000-word essay

SEL2232: Stagecraft in Early Drama

Module Leader: Dr James Cummings

Semester 1, 20 credits
No pre-requisites

This is a pre-1800 Literature module.

This module involves studying pre-modern texts in their original language. It also involves reading parts aloud in seminars because we are approaching these plays as performances.

Themes explored in this module include:
- Performance (e.g. audiences, actors, staging, metadrama);
- Material culture (e.g. props, special effects, costumes);
- Dramatic representation and construction of identity;
- Politics and religion (e.g. containment v. subversion)

This module takes a creative, imaginative, and practical approach to pre-modern drama. Our focus on 'Stagecraft' means that we will be investigating scenes from late-Medieval and Renaissance plays to see how they actually worked under the conditions for which they were written and how they might be performed today. We will explore how you can conjure up a devil onstage, decapitate someone, what makes effective stage blood, and consider what it was like to see a female audience member hijack a performance. Early drama was partly a community-building exercise but also a commercial one, and yet it was often a subversive medium of entertainment, and so we will be exploring the wider social and political ramifications of these plays. If an actor can perform royalty simply by putting on a crown, then what really is the difference between a stage-king and a real one? Why does a strongly religious culture produce plays which contain blasphemous jokes or profanity?

Component	When Set	%	Comment
Written exercise	Mid	10	Weekly Canvas Quizzes
Written exercise	Mid	10	Participation and Student Reflection (500 words)
Portfolio	End	85	Final Essays or Project (3000 words)

SEL2204: Victorian Passions, Victorian Values

Module Leader: Dr Jacob Jewusiak

Semester 2, 20 credits
No pre-requisites

This is a post-1800 Literature module.

This module is designed to unpack the phrase, 'Victorian values', which nowadays invokes ideas of sexual repression, stifling middle-class morality, an unbending religious code, and jingoistic insularity. Yet the Victorians saw themselves as living in an age of unprecedented social change, engaging in passionate and controversial debates about the values of the world in which they lived. The module will explore five key debates – questions of gender/sexuality; religion; nature/science; class; race and empire – as they appeared in a range of different genres across the early, mid and late Victorian periods.

Each of the topics - gender/sexuality; religion; nature/science; class; race and empire - will be explored in a range of literary genres. Indicative texts and authors may include Wilkie Collins, *The Moonstone*; Christina Rossetti, *Goblin Market*; Rudyard Kipling, *The Jungle Books*; George Bernard Shaw, *Mrs Warren's Profession*; Douglas Jerrold, *The Rent Day*; H. Rider Haggard, *She*; and queer poetry.

Keywords: femininity and masculinity; queer and transgressive sexualities; class conflict; race and empire; faith and doubt; ecocriticism and history of science; fantasy and realism; drama and theatre; poetry; novel; children's literature.

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

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SEL2206: Contemporary Cultures

Module Leader: Dr Chloe Ashbridge

Semester 1, 20 credits
No pre-requisites

This is a post-1800 Literature module.

This module explores identity at the margins of contemporary culture. Twentieth and twenty-first century modernity is heralded as a global interconnected landscape, within which members of society are encouraged to consider themselves as participants in wide-ranging and above all inclusive cyber and social networks. This interconnectivity is not only – or even primarily – geographical, but concerned with ideological and economic formations of the human body and identity. This module locates and discusses those figures who have fallen between the cracks of modernity, in order to demonstrate how, for a great many, contemporary culture is a space of isolation and alienation.

The module therefore mobilises ideas of waste, in all of its critical potential, in order to place texts within a broader social and political context. Focusing on the wasted lives, ambition, and opportunities of certain demographics, students will apply several theoretical approaches to examine how global systems of power and inequality are registered culturally. Indicative topics may include race, class, geography, and bio-capitalism.

Component	When Set	%	Comment
Essay	End	80	Comparative essay (2500 words)
Professional skills assessment	End	20	Reflection on learning and participation of (250 words)

Written exercise	Mid	Formative	Essay (1000 words)

SEL2215: Creative Practice

Module Leader: Professor Jacob Polley

Semester 1, 20 credits

Pre-requisites: Students must have taken SEL1000 and SEL1031 in Stage 1 (QW38 students only). If this isn't possible, students should approach the Module Leader for permission BEFORE selecting the module in the Student Portal.

This is a post-1800 Literature module.

In the lecture/workshops students will be introduced to a variety of creative practices, approaches and influences, and explore and discuss the ways that these can affect creative writing. Students will practice, evaluate and develop their own creative work as a response to the topics investigated during formal teaching, as well as carrying out independent research into their own creative practices, approaches and influences.

Component	When Set	%	Comment
Portfolio	End	100	A mixed portfolio of creative and essayistic work. The submission should not normally exceed 4000 words.

SEL2233: Literatures of Decolonialisation

Module Leader: Professor James Procter

Semester 2, 20 credits

No pre-requisites

This is a post-1800 Literature module.

While the term decolonisation has recently gained a new currency within the Western academy, it was first used in the early twentieth century to describe and argue strategies for the dismantling of colonial power in locations such as Africa, the Caribbean and South Asia. Decolonisation refers in this context, not just to political formations (e.g. nationalism, anti-colonial resistance, independence movements) but also cultural formations, including those relating to language, psychology and literature. Decolonisation involves the conception of an alternative reality, and is therefore critically concerned with the work of the imagination.

By exploring the literature and thought of key African, Caribbean, Indian and black British writers from the twentieth century to the present, this module will introduce you to a range of texts that examine, narrate, and critique the cultural construction of decolonisation. We will focus on decolonisation as an ongoing process whose outcomes are often still being contested. In order to do so, we will consider a range of debates, themes and methodologies that include: globalisation, translation studies, migration and diaspora, and postcolonial studies.

Component	When Set	%	Comment
Essay	Mid	25	Comparative close reading exercise (1000 words)
Essay	End	75	Comparative essay (3000 words)

SEL2240: Early 20th Century American Literature

Module Leader: Dr Mark Byers

Semester 2, 20 credits

No pre-requisites

This is a post-1800 Literature module.

What literature was produced in the early 20th century United States, and how does it respond to and generate some of the major artistic and political concerns of the period? What are its formal and thematic concerns? How can the plurality of this writing be approached and understood?

This module explores a range of American literature and critical frameworks produced in the period after the Spanish American War to the beginnings of the Cold War. Themes addressed will include nativism and internationalism, innovation, racial and cultural identity, nature, war, economics and social struggle, and the relationship to history, amongst others. There will be an explicit address to literary form as a vehicle of meaning and to the literary innovations of the period. The module will also introduce the major critical frameworks used to approach the literary movements and wider representative concerns of the literature of the period, providing a basis for critical analysis of the works studied.

The following list of authors is intended to offer an indicative sense of possible module texts: Edith Wharton, Willa Cather, Djuna Barnes, William Faulkner, Marianne Moore, Gertrude Stein, John Steinbeck, Wallace Stevens, William Carlos Williams, Gwendolyn Bennett, Rudolph Fisher, Raymond Chandler.

Component	When Set	%	Comment
Essay	Mid	30	In course take-home exam (1500 words)
Essay	End	70	End of module essay (2500 words)

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

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)

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

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)

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

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

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

SEL2239: Experimental Practicum

Module Leader: Dr Rebecca Woods

Semester 2, 20 credits
No pre-requisites

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.

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

SEL2224: Poetry Workshop

Module Leader: Professor Sinead Morrissey

Semester 2, 20 credits
Pre-requisites: Students must have taken SEL1000 in Stage 1 (QW38 students only).

All students must have taken SEL2215 in semester 1. If this isn't possible, students should approach the Module Leader for permission to join BEFORE choosing the module in the Student Portal.

The module consists of a combination of lectures and seminars delivered weekly.

There will also be individual tutorials to be scheduled throughout the semester by teaching staff, at which each student may present a passage of their own writing for constructive criticism from their tutor, or submission plans may be discussed.

Component	When Set	%	Comment
Portfolio	End	100	Portfolio of 10-12 poems plus an essay of 1500 words.

SEL2226: Theatre Script Workshop

Module Leader: Mr Andrew Thompson

Semester 1, 20 credits
Pre-requisites: Students must have taken SEL1000 (QW38 students only).

All Students must have taken either SEL2215 in Semester 1 or SEL1031 in Stage 1. If this isn't possible, students should approach the Module Leader for permission to join BEFORE choosing the module the Student Portal.

Students will attend seminars which will focus on the drafting process and may include reading and discussing student work.

Students will have discursive workshop/lectures, contemporary plays will be discussed and craft exercises undertaken.

Students will watch plays (in person or online) and attend a cross-module discussion group, Play Club in order to present on and discuss what they have watched.

There will also be individual and pair tutorials to be scheduled during the semester by teaching staff, during which each student will present a short extract of their own writing for constructive criticism from their tutor, or submission plans may be discussed.

Component	When Set	%	Comment
Portfolio	End	100	A short self contained script (2000 words) for the stage, 300 word synopsis of the same and a self-reflective essay of 1500 words.

SEL2227: Prose Workshop

Module Leader: Professor Alex Pheby

Semester 2, 20 credits
Pre-requisites: Students must have taken SEL1000 in Stage 1 (QW38 students only).

All students must have taken SEL2215 in semester 1. If this isn't possible, students should approach the Module Leader for permission to join BEFORE choosing the module in the Student Portal.

The module consists of a programme of weekly 2 hour lectures and 2 hour seminars.

There will also be individual quarter hour tutorials to be scheduled throughout the semester by teaching staff, at which each student may present a passage of their own writing for constructive advice from their tutor, or submission plans may be discussed.

This module aims to develop:

1. An appreciation of the basic elements of fiction e.g. story arc, plot, narrative point of view, characterisation.
2. Voice and style to produce a short piece of fiction with consideration of intended audience.
3. Reading and writing skills in prose fiction.
4. Imaginative skills in relation to own creative work.
5. Experience in drafting and revising in response to a range of feedback and reading.
6. Skills of giving and receiving feedback on creative work.

Component	When Set	%	Comment
Portfolio	End	100	A portfolio of 2000 words of prose plus an essay of 1000 words, and 1000 words of continuous assessment.

SEL2228: Screenwriting Workshop

Module Leader: Dr Tina Gharavi

Semester 2, 20 credits
Pre-requisites: Students must have taken SEL1000 in Stage 1 (QW38 students only).

All students must have taken SEL2215 in semester 1. If this isn't possible, students should approach the Module Leader for permission to join BEFORE choosing the module in the Student Portal.

This module aims to develop:

1. An appreciation of the basic elements of fiction storytelling in screenwriting e.g. story arc, plot, narrative point of view, characterisation.
2. Voice and style to produce a short piece of screenwriting fiction with consideration of intended audience.
3. Reading and writing skills in screenwriting fiction.
4. Imaginative skills in relation to own creative work.
5. Experience in drafting and revising in response to a range of feedback and reading.

Component	When Set	%	Comment
Portfolio	End	100	2500 words (approx. 10 pages) of script plus self-reflexive commentary of 1500 words or the equivalent in continuous assessment.

NCL2007: Career Development Module for Second Year Students

Module Leader: Dr Michael Cook

Semesters 1 & 2, 20 credits total

No pre-requisites

The NCL2007 Career Development module offers students the opportunity to undertake work-related learning or have a professional experience in a variety of environments, both on and off the University campus, or remotely if appropriate. Through engagement with the module, students will start to develop an understanding and awareness of their skills and attributes and how they might use these in future roles. Students will enhance their employability and graduate skills as well as contributing towards meeting the aims of their host organisation.

Component	When Set	%	Comment
Professional skills assessment 1	Mid	40	A summary of intended personal development actions towards module learning outcomes for the module
Professional skills assessment 2	Mid	50	Formal 10-minute presentation recorded online using PowerPoint and submission via a single submission date assessment point
Written exercise	Mid	10	Students must complete at least 12 of 15 tasks to gain the marks available