School of Arts, Languages and Cultures

MA Programme Handbook

**Languages and Cultures
(research route)**

(MALC)

2015–2016

Programme Director:

Dr William Schroeder

First edition, July 2014

Please note, some information is subject to change.
For updates, please check our web page:
http://www.alc.manchester.ac.uk/studentintranet/postgraduatetaught

This Programme Handbook contains information relevant to the research-route MA Languages and Cultures (MALC). Information relevant to all postgraduate taught programmes in the School of Arts, Languages and Cultures (SALC) can be found in the School Postgraduate Taught Handbook, which should be read and used as a reference in conjunction with this Handbook.

MA Languages and Cultures 2015–2016

Contents

1. Postgraduate Study in the School of Arts, Languages and Cultures

The School of Arts, Languages and Cultures (SALC) is made up of seventeen different subject areas covering a diverse range of Arts and Languages disciplines.

Our work embraces the material, visual, linguistic, textual, social and performative dimensions of human society ranging from pre-historic times, through the classical and medieval periods, to the present day.

For students, we offer the advantages of belonging to a specific subject area combined with the extensive choice and variety of being within a large and multi-disciplinary school.

SALC combines the study of spoken and written languages as well as translation with a wide range of cultural research (in literature, screen studies, critical theory, history and politics). This opens up possibilities for exciting interdisciplinary work which goes beyond the study of 'national' cultures and reflects the impact of globalisation on our disciplines. Regular research and graduate seminars are held within the School. Attendance at such seminars forms an important part of initiation into the world of scholarly research and is a valuable opportunity for contact with leading scholars in your field.

The University of Manchester is one of the largest in the country, and is able to offer excellent facilities to postgraduate students. The University of Manchester Library has internationally renowned holdings in Translation and Interpreting Studies and many of the major European, Middle Eastern and East Asian languages and literatures. Its collections, many of which are housed at The John Rylands Library on Deansgate, include many rare texts and provide an excellent base for advanced study and research.

Postgraduate students in the School benefit from the School's own Graduate School, an online and physical community where postgraduate students can meet each other, access resources and organise events. The Graduate School is committed to developing collegiality, intellectual discussion, and inter-disciplinary and multi-disciplinary exchange among both MA and PhD students and staff. Its activities are open to all postgraduate students in the School. In addition to the Graduate School, the University Language Centre, based within SALC, provides advanced facilities for enhancing linguistic skills where required; it also gives access to European satellite broadcasts and has a video and media library.

2. MA Languages and Cultures (MALC)

The MA Languages and Cultures is a research-focused course that enables students to pursue specialist master's-level research into the cultures associated with the following language areas: Chinese; French; German; Italian; Japanese; Middle Eastern; Russian and Eastern European; and Spanish, Portuguese and Latin American. 'Cultures' is understood in the broadest sense, and students may choose to specialise in any area covered by the unparalleled breadth of research expertise in languages and cultures within the School. Students may wish to specialise in historical, literary, religious, or artistic aspects of relevant languages and language areas, from the pre-modern period to the present day. The course gives students intensive training in research and in related high-level transferable skills in preparation for PhD studies at research universities. It is also aimed at students who will be heavily involved in research-based activities outside academia (e.g., in public- and private-sector cultural institutions such as museums, galleries, charities, foundations, festivals and biennales, and bodies of cultural diplomacy).

The programme aims to enhance students' specialist knowledge and their intellectual, analytical and research skills so that they are in a position to undertake doctoral research, should they choose to do so. It also develops their ability to work effectively and independently in any academic or research context and prepares them for specific careers that require work on small or large-scale research projects. We aim to produce graduates of high professional employability and broad liberal education. The programme represents an important contribution to social responsibility by educating graduates about linguistic, religious and cultural differences and by preparing them to exercise social and academic leadership.

2.1. ADMINISTRATIVE ASPECTS

2.1.1. Admissions

The normal requirement for admission to the MA is an upper second class Honours degree or higher (or its overseas equivalent), in a relevant subject. Applicants must also submit a short statement (maximum one side A4), indicating their intended area of academic specialisation for the MA, and including a potential research area for their dissertation and evidence of preparatory study at undergraduate level.

Students who apply from overseas with non-UK qualifications should send a copy of their degree certificate, a transcript of their degree results with an officially authorised translation, and an indication of the marking scale relating to their degree. English language scores of IELTS 7 (with 7.0 in the writing element of the test) or TOEFL 600 (paper-based test), 250 (computer-based test) or 100 (internet-based test) or a Pearson Test of English (PTE) score of 70 overall (with 70 in the writing element of the test) are required for students whose first language is not English.

Candidates interested in MA study should in the first instance contact the Postgraduate Admissions Officer: masalc@manchester.ac.uk

2.1.2. MA Structure

The **MA in Languages and Cultures** consists of a total of 180 credits, divided as follows:

<u>**Taught Component**</u>

- **taught course units** (totalling 60 credits)

  LALC 61011   Research Training in Languages & Cultures (30 credits)

  and 30 credits of taught MA units with a relevant theoretical component, usually:

  ELAN 70011   Critical Concepts I   (15 credits)
  ELAN 70022   Critical Concepts II   (15 credits)

- **research essays** (totalling 30 credits)

  In consultation with their supervisor, students will identify two specialist areas of study, each of which will form the basis for an individually supervised research essay of 4,000 words.

<u>**Research Component**</u>

- **long dissertation** (90 credits)

  A provisional dissertation topic will also be agreed with the student's supervisor at the beginning of the programme, although it may develop and change during the course of the programme. The completed dissertation will be 25,000 to 30,000 words in length.

The **Postgraduate Diploma in Languages and Cultures** consists of 120 credits. Postgraduate Diploma students do **not** complete the dissertation but may submit an 8,000-word portion of it in order to secure 30 credits towards the diploma.

2.1.3. Life Cycle of an MA

Full-time MA students take the MA programme over **12 months**. The taught course units and research essays are completed over two semesters and the dissertation is written between February and September. The dissertation must be submitted by **5 September 2016.**

- **Semester 1** (28 September 2015 – 29 January 2016)
  Research Training in Languages and Cultures
  Critical Concepts I
  Research Essay I

- **Semester 2** (01 February 2016 – 10 June 2016)
  Critical Concepts II
  Research Essay II

- **Dissertation** (February 2016 – 05 September 2016)

Part-time MA students take the taught course units over three semesters (in two academic sessions) and submit the dissertation by September of the year following the end of the taught course units **(the programme lasts for 24 months in total)**. The schedule for part-time students registering in September 2015 will be as follows:

- **Year 1** (28 September 2015 – 10 June 2016)
  Research Training in Languages and Cultures – First half, semester 1

Critical Concepts I - Semester 1
Research Essay I - Semester 2
Critical Concepts II - Semester 2

- **Year 2** (19 September 2016 – 09 June 2017)
Research Training in Languages and Cultures – Second half, semester 1
Research Essay II - Semester 1

- The **dissertation** period is from February of the second year (2017) to September (2017). The dissertation must be submitted by **4 September 2017. Date to be confirmed.**

2.1.4. Part-time Study

Part-time study is strongly supported and actively facilitated in the timetabling of teaching hours for the MA, wherever possible. However, prospective students should note that even part-time study requires a significant commitment of time, and that we do not recommend combining part-time study with a full-time job. We encourage students who are considering taking the programme part-time to talk to us before applying, so that we can discuss options. Students should normally arrange with their employers to have at least two working days free per week to study for the MA.

2.1.5. Assessment and Feedback

The pass mark for MA coursework and the dissertation is 50%. The pass mark for the Postgraduate Diploma is 40%.

In line with the University's Policy on Feedback to Students, where there is further assessment to be completed for a unit, all markers aim to provide feedback to students within 15 working days of submission. This will normally take the form of individualised feedback and an internally agreed, provisional mark. Where appropriate, course unit conveners may opt to supplement individual feedback with generic formative feedback which may be made available to students before they receive their individualised feedback and provisional marks.

Once internally agreed marks have been issued to students, they can still be changed by external examiners. Confirmed marks will not be made available to students until after the relevant meeting of the Examination Board.

2.1.6. Coursework Submission and Late Submission Penalty

Full details on how to submit your work can be found in the School's [Postgraduate Taught Handbook](#). Please familiarise yourself with the procedures before your submission date.

The University uses electronic systems for the purposes of detecting plagiarism and other forms of academic malpractice and for marking. Such systems include Turnitin, the plagiarism detection service used by the University and accessed via Blackboard.

As part of the formative and/or summative assessment process, you will be asked to submit electronic versions of your work to Turnitin. You must submit this work within the required timescales, noted in this handbook.

Please note that when work is submitted to Turnitin, it may be copied and then stored in a database to allow appropriate checks to be made.

Guidelines for using Turnitin to submit coursework can be found under the 'Assessment' link in a course unit's Blackboard space.

Late Submission
In common with the other Schools in the Faculty of Humanities, SALC operates a 'sliding scale' system of penalties for coursework submitted late. Any assessed coursework submitted after the deadline without good cause will incur a penalty determined by the lateness of its arrival:

- ten marks will be deducted for the first day after the deadline
- ten additional marks will be deducted for each day thereafter (including weekends) for up to four days. After five days of deductions a mark of zero will be awarded.

This penalty also applies to long essays and dissertations/theses.

Late work will be logged by the Programme Administrator, and students can expect to receive feedback on it in the normal way.

Failure of a course unit due to late submission

Any student who fails the course unit (including the dissertation or equivalent) due to late submission, at the discretion of the Examination Board, may be permitted to use their submitted work in the same manner as a resubmission following failure with the mark capped at 50% (or 40% for programmes with a pass mark of 40%) with no further opportunity for resubmission in line with regulations.

2.1.7. School Policy on Word Limits

All subject areas have agreed assessment lengths for written assessments (such as essays, reports, etc.) within their degree programmes. At each level the target word count or range for a written piece is indicative of the optimum length required to compose a successful essay at that level, and is designed to correspond as closely as possible to the weighting that the assessment has within the course unit.

The purpose of enforcing word limits is (a) to ensure parity and fairness by creating a level playing field; (b) to help students produce well-focused and cogent written work; (c) to instil the discipline essential for real-life writing tasks, where word limits are often rigid; and (d) to ensure that students acquire the ability to edit their writing effectively and cut away inessential material, skills invaluable both for academic work and the workplace.

- Students must observe the word limit specified for each assessment. THE UPPER LIMIT IS AN ABSOLUTE MAXIMUM AND MUST NOT BE EXCEEDED (THERE IS NO '10% RULE')
- The word count for each piece of written work must be displayed clearly on the first page.
- 'Word count' is here defined as including quotations and the footnotes or endnotes in the essay itself. It does not include the bibliography or any appendices. Appendices are for supporting, illustrative material only; they may not be used to elaborate or extend the argument.

- Material that exceeds the upper limit will not be read or considered in the marking.

It is not expected that staff will check individual submissions unless staff are concerned that the stipulated length has been exceeded. In such cases, markers may request electronic copies of work in order to verify the word count.

MA dissertations must indicate the word count at the bottom of the contents page. All other coursework exercises must indicate the word count at the end of the main body of the text. Students must remember, when calculating word counts using word-processing software, to include footnotes and endnotes in the calculation.

Failure to indicate the word count, or the provision of a false word count, may lead to disciplinary action. The School reserves the right to request an electronic copy of any work submitted, so that word counts may be checked by examiners.

When work exceeding the word limit is marked, the mark given on the feedback form will include the appropriate penalty. The examiners' feedback form will indicate how the penalty has been calculated.

2.1.8. Extensions to Submission Dates

Extensions to the submission dates for submitted coursework (assessed essays and dissertations) may be sought where circumstances, outside of students' control, will delay the completion and submission by the published date.

Please note, individual course unit tutors cannot grant extensions to deadlines.

Please read the School's policy on Mitigating Circumstances beginning on page 31 of the Postgraduate Taught Handbook.

2.1.9. Diploma and Certificate Level

For students on the MA in Languages and Cultures, the Postgraduate Diploma and the Postgraduate Certificate are possible exit points from the programme. Students registered for the MA who do not complete the dissertation may be awarded the Postgraduate Diploma, provided they have completed 120 credits at a pass mark of 40%. Students completing only 60 credits' worth of taught course units (at a pass mark of 40%) may be awarded the Postgraduate Certificate. **In order to obtain a diploma students need to have submitted an 8,000-word chapter forming part of a larger dissertation project to their supervisors by 27 May 2016.**

2.1.10. Student Representation

MALC Staff-Student Liaison Group

All students on the MA are invited at least once per semester to a meeting of the staff-student liaison group. This group provides a forum for dialogue between MALC staff and students' representatives, so that issues relating to MALC and student development can be discussed. These may include, for example, the consideration of student feedback. The Programme Director will contact all students early in Semester 1 to schedule the meetings.

SLLC Postgraduate Taught (PGT) Committee

MALC student representatives are also involved in the School PGT Committee, whose members are staff and student representatives from the different Subject Areas in the School.

The School PGT Committee is directly responsible for admissions procedures, regulations and student progress, and acts as the Examination Board for all taught postgraduate programmes. Student representatives are invited to raise issues relating to their programme in the context of this meeting.

2.1.11 Academic and Pastoral Support

A student's supervisor normally acts as his/her academic adviser, and s/he will meet with the supervisor early in Semester 1. The supervisor will be available at advertised office hours each week or by appointment during term time to advise on accessing any appropriate University support services. Academic advisers can also offer advice and guidance in matters relating to academic work. This may include support in developing students' capacity to review, plan and take responsibility for their own learning through the structured process of the Personalised Learning Plan (see the Postgraduate Taught Handbook for more information on the PLP).

If a student experiences difficulties or has questions about a particular course unit, in the first instance s/he should approach the relevant course unit tutor or the adviser/supervisor. If a student wishes to meet the course unit tutor, the student should e-mail him/her to arrange a mutually convenient time to meet. The Programme Director is also available to discuss any issues students may wish to raise about the programme as a whole. Again, students should e-mail to make an appointment in advance.

Student Support and Guidance Service
The School of Arts, Languages and Cultures Student Support and Guidance Service is a support service of information and advice on matters relating to your academic work, progress and personal well-being. It is part of a network of student support services across the University and consists of a small team of advisers.

The content of discussions is varied, including thoughts about changing programme, anxiety about coping with studies, time management, examination problems or the impact of outside events on a student's studies. If an adviser is unable to help a student directly, then the adviser will normally be able to recommend someone who can.

To make an appointment to see an adviser, call into the Teaching and Learning Reception, (Room A6, Samuel Alexander Building), email salc-studentsupport@manchester.ac.uk or telephone 0161 306 1666.

The Student Support and Guidance Service also operates a drop-in service during term-time when prior appointments are not needed. Times will be available at the Teaching and Learning Reception and on the door of the Student Support and Guidance Office (Room A15, Samuel Alexander Building).

Consult your MyManchester portal for further sources of advice and information on:

- IT training courses
- library skills training.

2.1.12. Academic and Professional References

Students will likely require a reference for employers or further study during or after the MA. Staff are happy to oblige, but writing a reference takes some time. It is the student's responsibility to make sure that the referee is given accurate information about the programme or job for which the student is applying.

If there is a form to be completed, students should make sure the referee receives it in good time, and that the necessary parts have been filled out fully and accurately. Students should usually provide a CV to help the referee write the reference. Lecturers are perfectly within their rights to decline to write references if, for example, the application is poorly prepared or unrealistic, or if the student is making multiple applications with no particular focus.

Referees are expected to be honest in their assessment. In nominating a referee, a student should make sure to approach the best-placed person to comment on the student's skills and performance.

2.1.13 Keeping in Touch

We like to keep in touch with our students after graduation, both because it is interesting to hear about the exciting jobs that our graduates go on to do, and because it enables us to send students employment opportunities that we receive.

Please contact us after graduation to be included in our portfolio of graduate profiles, some of which are made available on our website.

2.2. ACADEMIC ASPECTS

2.2.1.   Aims and Learning Outcomes of the Research-Route MA Languages and Cultures

Aims

- To provide students with an in-depth knowledge and understanding of a chosen academic field within language-based studies, including the state of the art in the scholarship in that field
- To develop students' skills in evaluating current and advanced scholarship in that field, to develop critiques of that scholarship, and to offer independent responses to it
- To equip students with relevant research skills and methodologies, so that they are able to undertake a substantial independent research project in that academic field
- To enable students to reflect critically on their own research practice and to identify an original approach to it
- To prepare students for a research-based career inside or outside academia

Learning Outcomes

On successful completion of the programme, students should be able to:

A. Knowledge and Understanding

- demonstrate knowledge and understanding of a specialist field in language-based studies.
- show understanding of that field in a wider academic context and show familiarity with the various perspectives from which different scholars have attempted to develop theories for its analysis.
- show familiarity with specific research issues in that field, including recent approaches, current problems and potential future developments.
- demonstrate in-depth knowledge of research questions in that field in the form of an extended piece of research or a practical project.

B. Intellectual Skills

- gather, analyse and synthesise information relevant to their specialist area of research.
- reflect critically on the value and significance of that information and identify appropriate means to gather further meaningful information.
- critically analyse and evaluate the relevant academic literature by assessing the strengths and weaknesses of existing research and its methodologies.
- critically evaluate the applicability of appropriate theories and methodologies to research practice in the chosen field.
- evaluate the relevance, effectiveness and significance of their own programme of independent research in the chosen field.

C. Practical Skills

- plan and coordinate their time effectively and independently so as to successfully complete substantial research projects.
- search, retrieve and analyse information from a range of sources.
- communicate project objectives and outcomes in written and oral form, for specialist and non-specialist audiences.

D. Transferable Skills and Personal Qualities

- demonstrate advanced analytical skills and the ability to synthesise information.
- demonstrate sophisticated oral and written communication skills.
- manage time and prioritise tasks.
- work on a number of tasks simultaneously and under time pressure.
- exercise initiative and take personal responsibility.
- carry out an extended piece of work independently.

2.2.2. Teaching, Learning and Assessment Methods

The teaching, learning and assessment methods for the research-route MA in Languages and Cultures match the aims of the programme to prepare students to undertake original and independent research in a chosen specialist field in language-based studies. On the core research training and conceptual units, students are introduced to key skills, methodologies, and theoretical concepts in common lectures for the whole cohort of students. Students then apply those core skills and concepts to their chosen areas of research specialism in a series of exercises and projects undertaken within that common framework: typically short, practical skills exercises in the research training module and longer critical and evaluative essays in the conceptual units. As part of the research training unit, all students will also complete a longer literature review on a specialist topic relating to their proposed dissertation, as well as a dissertation proposal.

Students also benefit from specialist one-to-one supervision for the preparation of their two research essays, one in each semester. Working to a programme of reading and research derived in consultation with the supervisor and with specific and agreed milestones, these pilot research projects will produce one 4,000-word essay in each case and further the process of preparation for the extended research dissertation. The essays allow the student to engage in a sustained and detailed way with the existing scholarship in a more specific area of their chosen field and to develop an independent and increasingly original position in relation to it. Annotated bibliographies and plans will be assessed formatively as part of the genesis of the completed research essays.

In the second semester students will begin work on the extended research dissertation which is completed over the summer. Building on the conceptual and methodological skills acquired in the taught core of the programme, together with the preparatory work in the research essays and literature review, students will work under one-to-one supervision to identify, plan and conduct a research project leading to this 'double-length' MA dissertation. The scale of that dissertation will give the students scope to develop a substantial independent piece of scholarship, in preparation for a doctoral project or a research career outside of academia.

2.2.3. Programme Structure

TAUGHT COMPONENT	RESEARCH COMPONENT
90 credits	90 credits
Research Training (30 credits) Critical Concepts I and II (30 credits) Research Essays I and II (30 credits) N.B. Critical Concepts may be substituted for an alternative taught course unit with a relevant theoretical component.	Long dissertation of 25,000 to 30,000 words (90 credits)

As a research-focused programme, the MA Languages and Cultures provides a common framework within which students can put together a tailor-made programme of study and research appropriate to their chosen area of specialist master's-level research.

All students will normally take the same taught units, with specialisation built into the assessment tasks which are applied to their particular research specialism. The Research Training unit is front-loaded in semester 1 in order to provide a foundation for the independent research which is given increasing emphasis over the course of the programme. In the same unit, students will complete a literature review in the field of their intended dissertation topic to provide the essential research context for their subsequent work on the programme and a dissertation proposal. The taught part of the programme also provides conceptual training in the two Critical Concepts units which provide an introduction to some of the most important theoretical concepts underpinning research in the humanities generally and language-based disciplines more specifically. The coursework in these units provides the opportunity to apply those theoretical ideas critically to the particular area in which students intend to specialise in the dissertation. From this point on, the programme

provides a framework for increasing specialisation towards the extended research dissertation, in particular through the two supervised research essays which build logically to the dissertation itself, both in the specific knowledge and understanding they provide and in the opportunity to develop and apply relevant research methods and theoretical concepts. In this way, the extended dissertation is the logical culmination of the programme, a substantial piece of academic research supported by an established process of research supervision and the specific expertise of an academic supervisor.

TAUGHT COMPONENT (90 CREDITS)

SEMESTER 1		
Course Unit Title	**Unit Code**	**Credits**
Research Training in Languages and Cultures	LALC 61011	30
Critical Concepts I	ELAN70011	15
Research Essay I	LALC 61021	15
SEMESTER 2		
Course Unit Title	**Unit Code**	**Credits**
Critical Concepts II	ELAN70022	15
Research Essay II	LALC 61032	15

RESEARCH COMPONENT – 90 CREDITS

SEMESTER 2 and SUMMER		
Course Unit Title	**Unit Code**	**credits**
Long Dissertation	LALC 61040	90

2.2.4. Support for Student Learning and Development

Induction activities are organised at a School level and include both induction into academic structures and activities to help students integrate into the School and University (e.g., a welcome reception). A dedicated induction session for MALC students will introduce students specifically to their Programme Director and to the elements unique to the research-route programme. Students will also meet their supervisors for a one-to-one session in induction week, as the first meeting in the academic advising programme. At that meeting students will fill out the Skills and Experience Questionnaire and begin to discuss

their dissertation topics, as well as discuss elements of the Personalised Learning Plan, based on the outcomes of the questionnaire. With these documents, students will work closely with their supervisors to put together coherent programmes of research, planning research projects both in the core modules and the supervised research essays, and agreeing a programme of research training, all of which is intended to build logically to the extended research dissertation. The programme director retains an overview of dissertation planning and supervision, monitoring that appropriate milestones have been met.

Normally, a student's supervisor will act as his/her academic adviser, providing guidance and monitoring of personal and academic development for all students, and helping EU or overseas students become familiar with the British academic system, as well as easing the transition of those who have not entered the programme immediately after their undergraduate degree.

2.3. Course Unit Descriptions

LALC 61011	Research Training in Languages and Cultures
30 credits	Semester 1
Convenor	Professor Deirdre Reynolds
Synopsis	This unit will provide a practical framework through which to develop advanced independent research skills. Through a structured series of themed workshops, students will be introduced to various methodological problems which define academic research and equipped with a toolkit with which to deal with them. At all times, the course seeks to develop students' research competencies, with specific reference to their areas of specialisation, and with the MA dissertation in mind. The course will cover such areas as library and bibliographical skills, referencing conventions, the development of research questions, and advanced academic writing, and the application of these to the literature review and dissertation. In addition, the compilation of a research portfolio will foster self-reflection and evidence a range of transferable skills.
Teaching	This unit will be taught in 11 weekly seminars/workshops of two hours in Semester 1, supported by three individual supervision sessions. In addition, students will attend supplementary training sessions and research seminars as agreed with their supervisor.
Assessment	**Assignment 1 (100%)**: Literature review of 4,000 words to be submitted by **Monday 25 January 2016**. **Assignment 2 (Pass/Fail)**: Research training portfolio to be submitted by **Monday 25 January 2016**.

ELAN 70011	Critical Concepts I
15 credits	Semester 1
Convenor	Dr William Schroeder
Synopsis	Critical Concepts focuses over the course of two semesters on major areas of linguistic and cultural theory, emphasizing ways in which the philosophy of language underpins a range of critical scholarship in the humanities. The module is divided into units taught by experts from several different language areas in order to introduce students to the importance of interdisciplinary and cross-linguistic thought. Each unit incorporates a seminar session, during which students explore connections between different schools of thought and become conversant in contemporary theory by applying it to their own projects. Throughout, the module focuses on practical applications of theory by encouraging students to consider the units via their own research interests. The Semester 1 course unit is structured around three key theoretical blocks: language, narrative and psychoanalysis. In each block, a single faculty member will explore the dimensions of the particular theoretical area across three consecutive sessions, situating them in both an historical and contemporary context, and helping students to apply what they have learned to their own research.
Teaching	This unit will be taught in 11 weekly lectures/seminars of two hours in Semester 1. Students will be expected to come to class having prepared the primary theoretical readings set out in the detailed course unit guide.
Assessment	▪ **Assignment 1 (Pass/Fail)**: Formative portfolio consisting of three increasingly substantial exercises requiring students to apply or respond to theories they encounter: 1) 400-word theoretical summary, 2) 600-word creative narrative emplotment, 3) 1,000-word critical response. Portfolio to be submitted by **Monday 18 January 2016**. ▪ **Assignment 2 (100%)**: 2,000-word essay to be submitted by **Monday 18 January 2016**.

ELAN 70022	Critical Concepts II
15 credits	Semester 2
Convenor	Dr William Schroeder
Synopsis	Complementing Critical Concepts I, this course unit gives students the opportunity to explore three further key theories for research into language and culture. Following a similar structure and method as Critical Concepts I, but assessing students on a more independent basis, the second-semester unit investigates theories of collective memory, gender and sexuality, and postcoloniality, as well as what may lie beyond language.

Teaching	This unit will be taught in 11 weekly lectures/seminars of two hours in Semester 2. Students will be expected to come to class having prepared the primary theoretical readings set out in the detailed course unit guide.
Assessment	▪ **Assignment (100%):** One essay of 4,000 words to be submitted by **Tuesday 17 May 2016**.

LALC 61021 LALC 61032	Research Essay I and II
2 x 15 credits	Semester 1 and Semester 2
Tutor	Allocated according to topic
Synopsis	This unit will allow students to compete a supervised research project in their chosen area of specialisation, supported by a programme of reading agreed with their supervisor. Using the research and conceptual skills developed in the taught units, students will identify a research problem in their area of specialism and then design and pursue an independent essay project in response to that problem. As such, the unit aims to: • introduce students to specialist knowledge in their chosen area of research specialisation • familiarise students with the state of the art in the scholarship relating to their chosen area of research specialisation • help students to develop a critical perspective on their chosen area of research specialisation • provide students with experience undertaking a pilot research project, applying skills and concepts encountered in the taught part of the programme.
Teaching	Small-scale supervision (usually one-to-one) on a fortnightly basis, totalling six supervisory meetings. At the beginning of the unit and reviewed in advance of each supervisory meeting, students and supervisors will agree a programme of reading and of specific research tasks building towards the final research essay.
Assessment	▪ **Semester 1:** One essay of 4,000 words to be submitted by **Tuesday 21 January 2016.** ▪ **Semester 2:** One essay of 4,000 words to be submitted by **Tuesday 24 May 2016**.

3. Useful Contacts

Academic Contacts		
Postgraduate Taught Director	Dr David Brown brown.d@manchester.ac.uk	0161 275 3063
Programme Director	Dr William Schroeder william.schroederiii@manchester.ac.uk	0161 275 3127
Research Training Tutor	Professor Deirdre Reynolds dee.reynolds@manchester.ac.uk	0161 275 3212
Critical Concepts Tutor	Dr William Schroeder william.schroederiii@manchester.ac.uk	0161 275 3127
Administrative Contacts		
Senior Postgraduate Programmes Administrator	Mr Kevin Little kevin.little@manchester.ac.uk	0161 275 3604
Postgraduate Programmes Administrator	Ms Zhenya Purves zhenya.purves@manchester.ac.uk	0161 275 3005
Postgraduate Programmes Administrator	Ms Rosie Faulkner rosie.faulkner@manchester.ac.uk	0161 275 3104
Postgraduate Programmes Administrator	Ms Maria Calderhead maria.calderhead@manchester.ac.uk	0161 275 8076
Teaching and Learning Management Team		
Teaching and Learning Manager	Ms Elizabeth Nolan elizabeth.nolan@manchester.ac.uk	
Programmes Manager	Ms Fiona Fraser fiona.fraser@manchester.ac.uk	
Assessment Manager	Ms Morag Guilfoyle morag.guilfoyle@manchester.ac.uk	
Student Support and Guidance Manager	Ms Sara Latham sara.latham@manchester.ac.uk	
Timetabling Manager	Ms Louise Stewart louise.stewart@manchester.ac.uk	