

# **School of Arts, Languages and Cultures**

**MA Programme Handbook**

**Intercultural Communication**

**2021 - 2022**

**Programme Director:**

**Dr Rebecca Tipton**

First edition, September 2021

Please note, some information is subject to change.

For updates, please check our web page:

<http://www.alc.manchester.ac.uk/studentintranet/>

**This Programme Handbook contains information relevant to the MA in Intercultural Communication. Information relevant to all postgraduate taught programmes in the School of Arts, Languages and Cultures (SALC) can be found in the Postgraduate Taught Handbook which should be read and used as a reference in conjunction with this Handbook. The School Handbook is available online here: <http://www.alc.manchester.ac.uk/studentintranet/>**

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# 1. Introducing the MA in Intercultural Communication

## 1.1 Intercultural Study for Intercultural Times

The global era has stimulated transnational cultural flows (of people, practices and products) and local cultural complexities that were inconceivable even a generation ago. Nowadays, it is necessary to function effectively in culturally-diverse contexts ranging from organisations and workplaces, to neighbourhoods and cities, and to societies and regions. As a consequence, intercultural awareness and communication skills are an advantage in many areas of employment as well as everyday life. This MA programme run by the School of Arts, Languages and Cultures explores the cultural diversity of our current times, inviting students to further develop their intercultural awareness and skills. The degree is designed for a broad range of students who are interested in intercultural matters, both international and UK / EU students. Some knowledge of a foreign language is preferable although not a prerequisite. As the students and staff come from many horizons, participation in the programme is, in itself, a valuable intercultural experience.

Staff research comprises a wide range of areas of relevance for this degree. In the School of Arts, Languages and Cultures we have interests in intercultural studies, intercultural training, communication, linguistics, translation and modern languages and cultures. These interests allow us to offer a comprehensive programme the chief aims of which are to provide students with a cutting-edge critical approach to the field of intercultural communication, to provide a rich range of language and cultural studies-oriented options, and to enhance students' intercultural awareness and communication skills. Through their choice of course unit options available on the programme and their choice of dissertation topic students will be able to undertake specializations in areas such as intercultural relations, intercultural training, translation, language studies and migration, depending on their preferred career paths and/or research interests.

Those successfully graduating from the degree should find that it enhances their opportunities to gain employment in fields where intercultural competence is valued, for example in many multinational organisations, in international projects and NGOs, and in multicultural and immigrant communities. Here are some examples of posts obtained by MAIC alumni: officials in the United Nations agencies UNEP and UNHCR, university study abroad administrators, and administrative officers in cultural organisations with an international outlook.

## 1.2 The MAIC Team

- **Programme Director**

**Dr Rebecca Tipton** - Lecturer in Interpreting and Translation Studies, has special interests in language support provisions for asylum seekers and refugees (English language learning, translation and interpreting), interpreter mediation in Mental Health Act Assessments and in participatory translation in museum settings. [rebecca.tipton@manchester.ac.uk](mailto:rebecca.tipton@manchester.ac.uk)

- **Other MAIC Staff**

**Dr Judith Reynolds** – Lecturer in Intercultural Communication, has special interests in intercultural and multilingual communication in legal contexts, researching multilingually, and critical approaches to language, culture and identity. She teaches the Semester I core courses *Introduction to Intercultural Communication* and *Research Methods in Translation and Intercultural Studies*, and the optional course unit *Memory, Mediation and Intercultural Relations* in Semester 2. [judith.reynolds@manchester.ac.uk](mailto:judith.reynolds@manchester.ac.uk)

**Dr Sheena Kalayil** - Lecturer in Intercultural Communication, is also a novelist. She has a special interest in bilingualism and the function of language in society. She teaches the Semester 1 optional course unit *Language and Identity in Multicultural Spaces*. [sheena.kalayil@manchester.ac.uk](mailto:sheena.kalayil@manchester.ac.uk)

**Dr John Morley** - Director of the University-wide language programmes. John has a special interest in the role of phraseology in language learning and in language use. He teaches the optional course units *English as a Global Language* in Semester 1 and *Foreign Language Learning for Intercultural Competence* in Semester 2. [john.morley@manchester.ac.uk](mailto:john.morley@manchester.ac.uk)

**Dr Sebastian Truskolaski** – Lecturer in German Cultural Studies, has special interests in trans-cultural connections between visual art, literature, and philosophy. He convenes the Semester 2 optional course *Border Crossings: Comparative Cultures of Diaspora*. [Sebastian.truskolaski@manchester.ac.uk](mailto:Sebastian.truskolaski@manchester.ac.uk)

## 2. Administrative Aspects

### 2.1 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.

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 100 (with 25 in the writing element of the 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](mailto:MASALC@manchester.ac.uk)

### 2.2 Exit Points

The MA in Intercultural Communication consists of a total of 180 credits, divided as follows:

- core course units (totalling 45 credits);
- optional course units (totalling 75 credits); and
- the dissertation (60 credits).

For students on the MA in Intercultural Communication programme, the Postgraduate Diploma and Certificate are possible exit points. Students registered for the MA who complete the taught component of the programme only (120 credits, at a pass mark of 40% instead of 50%), may be awarded the Postgraduate Diploma. Students completing only 60 credits-worth of taught course units (at a pass mark of 40%) may be awarded the Postgraduate Certificate.

### 2.3 Study Modes

The MAIC can be studied full-time over 12 months (mid-September – early-September) or part-time over 24 or 27 months.

Part-time 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. If you are considering taking the programme part-time we encourage you to talk to us before you apply, to discuss your options.

### 2.4 Auditing Classes

At the discretion of the course unit tutors concerned and depending on space availability, students may audit course units in addition to those for which they are taking credit (one per semester). Please note that although auditing means that you will not be assessed, you would still be required to complete any preparatory work and participate in the class. Any requests to audit therefore need to take account of your workload on credit-bearing course units.

## 2.5 Teaching Modes

MAIC classes are taught in a variety of modes, involving presentations, class discussions, and group work activities. Some sessions are delivered online each semester for all students regardless of whether they are studying in Manchester or remotely due to the COVID-19 pandemic.

## 2.6 Assessment

All core course units are assessed by coursework, rather than by written examination. Most optional course units will also be assessed via coursework. The pass mark for MA coursework and the dissertation is 50% (the pass mark for the Postgraduate Diploma and Certificate is 40%).

In line with the University's Policy on Feedback to Students, MAIC course tutors aim to provide feedback to students within 15 working days of submission. This will normally take the form of individualised feedback and a provisional mark. We expect that assignment feedback will be made available electronically via Turnitin mechanism. Marks will be finalised at the relevant meeting of the subsequent Examination Board.

### Failed course units

A failed piece of assessment does not necessarily mean the entire unit is failed. In the event that a student receives a fail mark for a course unit, we follow SALC policy. See the SALC PGT Handbook for details. Under that policy, some fail marks can be compensated, and some assessment can be re-sat.

All decisions about compensation and resits are taken at the Examination Board in the summer, and any students affected will be notified after that meeting about their options.

## 2.7. Submission Deadlines

Each course unit has one or more specified assignment activities, each of which has a specified date of submission (or presentation). You must observe the deadlines provided by the tutor of each course unit. Tutors are not able to grant individual extensions for coursework.

**Coursework submission for individual course units on MAIC is made electronically via the Turnitin system only. Instructions for individual pieces of coursework will provide details about submission as necessary. You MUST make sure that whenever you submit a piece of coursework on Turnitin, you receive a receipt for your submission, which you should save somewhere that you can find it. If you are having trouble with submitting or are not given a receipt, then you should send a back-up copy of your work to [salc-pgt@manchester.ac.uk](mailto:salc-pgt@manchester.ac.uk) before the submission deadline.**

Electronic copies of your work will be checked for plagiarism and/or word counts. It is also recommended that you keep a copy for yourself in case of loss.

### Late Submission

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. Please note that if you submit after the 12pm deadline on the date of submission, you will incur a late penalty.
- ten additional marks will be deducted for each day thereafter (including weekends), up to 5 days (after which point a mark of zero will be awarded).

If you are registered on units outside of the School, you should ensure that you are aware of the penalties that will be imposed for late course work submission for that School. Schools may operate different penalty schemes for late submission.

Please note that late penalties are applied to the assessment marks in the process of calculating the final mark; the mark that is initially received on the assignment is a mark purely for the academic content and **does not include** any late penalties that are applicable.

## 2.8. 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.
- The word count for each piece of written work must be displayed clearly on the first page or at the end of the main body of text.
- Word count is here defined as including quotations and the footnotes or endnotes in the essay itself. Unless stated in the task instructions, 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 they are concerned that the stipulated length has been exceeded.

MA dissertations must indicate the word count at the bottom of the contents page (see the SALC document *Guidance notes for the presentation of taught MA dissertations* for all details of formatting and presentation, available online at <http://documents.manchester.ac.uk/display.aspx?DocID=2863>). 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.*

## 2.9 Extensions

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 that your lecturers are not able to grant any extensions; you must go through the School procedure for Mitigating Circumstances.

Please read the policies and refer to the procedures for applying for Mitigating Circumstances in the SALC Postgraduate Taught Handbook:

<http://www.alc.manchester.ac.uk/studentintranet/>



## 2.10 Academic Malpractice and Plagiarism

We take issues of academic practice very seriously. This includes issues of serious and deliberate malpractice as well as unintentional poor practice with referencing and citation. Please make use of the various materials and resources available to understand academic practice, and do not hesitate to ask if you are worried that you have not understood. Information can be found in the SALC Postgraduate Taught Programmes Handbook 2021-22, the University Library [My Learning Essentials](#) site, and the CTIS Guidelines documents (available on the Intercultural Communication Common Room community site on Blackboard and copied on many of the individual course unit Blackboard sites as well). It is your responsibility to make sure that you understand this issue.

## 2.11 Student Representation

### ▪ MAIC Programme Committee

MAIC is overseen by the Programme Committee which meets once or twice per semester. The Programme Committee provides a forum for dialogue between MAIC teaching staff and student representatives, where issues relating to MAIC can be discussed.

Student representatives are elected each year to ensure effective communication between staff and students and to allow students input into programme developments. The Programme Director will contact all students early in Semester 1 to organise the election of representatives.

## 2.12 Academic and Pastoral Support

An adviser from the academic staff will be allocated to you early in Semester 1. S/he will be available at advertised office hours each week or by appointment during term time to advise on accessing appropriate University support services, and to provide guidance on any matters relating to your studies.

If you are experiencing difficulties or have questions about a particular course unit, in the first instance you should approach the relevant course unit tutor. If you wish to meet the course unit tutor, you should e-mail him/her to arrange a mutually convenient time to meet.

### **Student Support and Guidance Service**

The Student Support & Guidance Office of the School of Arts, Languages & Cultures is based in Room A15 on the ground floor of the Samuel Alexander Building (North Wing). The Office can provide support and advice on all kinds of issues including personal, academic or financial difficulties and can help you to obtain professional help from the various University support services (including the Counselling Service, Occupational Health Service, Disability Support Office).

If you are having problems, please contact the Office to talk through your options.

The office is open from 10am to 4pm from Monday to Friday; there is no need for an appointment. Staff may also be available at other times if you want to make an appointment and/or see a member of staff in private.

Full contact details and information is available on the student intranet:

<http://www.alc.manchester.ac.uk/studentintranet/support/>

**Email** [salc-studentsupport@manchester.ac.uk](mailto:salc-studentsupport@manchester.ac.uk)

**Telephone** 0161 275 3116 or 0161 306 1665

## 2.13 Asking Questions

From time to time you may need to speak to someone about a range of different issues. In the table below you will find contact points for some common issues:

<i>A Question about...</i>	<i>Contact</i>	<i>Alternative Contact</i>
... a course unit	Course Unit Tutor	MAIC Programme Director
... mitigating circumstances	Student Guidance Office	MAIC Programme Director
... interruption of studies	Student Guidance Office	Academic Adviser / MAIC Programme Director
... change of registration details	MAIC Programme Director	Postgraduate Taught Programmes Office
... advice on dissertation plans	Tutor of relevant specialisation	Research Development Seminar Tutor
... PhD plans	Tutor of relevant specialisation	MAIC Programme Director
... financial matters	Postgraduate Taught Office	Student Guidance Office
... academic writing skills	Academic writing tutor	Academic Adviser

Further sources of advice and information on:

- IT training courses
- library skills training

can be reached via My Manchester at <http://my.manchester.ac.uk>

## 2.14 References from MAIC Staff

You will probably require a reference for employers or further study during or after your MA. While staff are happy to oblige, writing a reference takes some time. It is your responsibility to make sure that the referee is given accurate information about the programme/job for which you are applying. If there is a form to be completed, make sure the lecturer receives it in good time, and that you have filled in your part of the form fully and accurately. You should usually provide a CV and a copy of your academic transcript to help the lecturer write the reference. Referees are expected to be honest in their assessment. In nominating your referee, make sure that s/he is the best placed tutor to comment on your skills and performance.

### 3. Academic Aspects

#### 3.1. Programme Aims and Learning Outcomes

**The MAIC programme aims to:**

1. equip students with knowledge and interpretative skills to enhance their critical awareness of cultural diversity and to understand its links to communication practices;
2. facilitate the study of a range of examples of intercultural communication to enable students to function effectively in intercultural situations;
3. foster students' skills in critically evaluating current and advanced scholarship in intercultural communication, to develop critiques of that scholarship, and offer independent responses to it; and
4. enable students to reflect critically on their own and others' communication practices in intercultural situations.

**The intended learning outcomes**

By the end of the programme, students should be able to:

1. demonstrate understanding of intercultural communication in various settings and contexts;
2. show understanding of intercultural communication as an academic discipline and familiarity with the various perspectives from which different scholars have attempted to develop theories for its analysis;
3. show understanding of recent research developments in intercultural communication so that they can be applied to the analysis of communicative practices in a range of intercultural settings;
4. show familiarity with research issues in intercultural communication, including recent approaches, current problems, and potential future developments and including ethical issues associated with research in the field; and
5. demonstrate in-depth knowledge of research questions in intercultural communication so as to support an extended piece of research or a practical project.

#### 3.2 Study Life Cycles (full-time and part-time)

Full-time students take the programme over 12 months. The taught course units are completed over two semesters and the dissertation is completed during the summer for submission in September 2022.

Part-time MA students take the taught course units over two years, and submit the dissertation by September or December 2022.

Optional course units – MAIC students take 75 credits of optional course units. These comprise five course units of 15 credits each. Typically, three optional course units are taken in first semester, and two in second semester. A minimum of three of these units should be chosen from the MAIC programme option units. Additionally, students may take up to two free choice options (1 free choice = 15 credits) – normally drawn from Masters course units offered by the School of Arts, Languages and Cultures. Contact the programme director to talk through your course unit options.

### Full-time life cycle starting September 2021

Semester 1		
Core course unit	MAIC Optional course units	
<i>Introduction to Intercultural Communication</i> (15 credits)	<i>English as a Global Language</i> (15 credits)	<i>Language and Identity in Multicultural Spaces</i> (15 credits)
<i>Research Methods in Translation and Intercultural Studies</i> (15 credits)		
Semester 2		
Core course unit	MAIC Optional course units	
<i>Research Development Seminar</i> (15 credits)	<i>Border Crossings: Comparative Cultures of Diaspora</i> (15 credits)	
	<i>Foreign Language Learning for Intercultural Competence</i> (15 credits)	
	<i>Memory, Mediation &amp; Intercultural Relations</i> (15 credits)	
Summer		
<i>Dissertation</i> (60 credits) (submitted September or December 2022)		

### Part-time life cycle starting in September 2021

Year 1	
Semester 1	Core: <i>Introduction to Intercultural Communication</i> (15 credits) 1 x optional course unit (15 credits)
Semester 2	2 x optional course units (2 x 15 credits)
Year 2	
Semester 1	Core: <i>Research Methods in Translation and Intercultural Studies</i> (15 credits) 1 x optional course unit (15 credits)
Semester 2	Core: <i>Research Development Seminar</i> (15 credits) 1 x optional course unit (15 credits)
Summer	<i>Dissertation</i> (60 credits) (submitted September or December 2023)

### 3.3. Dissertation Topics and Supervision

The 12-15,000 word dissertation is normally undertaken during the Summer period (June-August). Some dissertations will have an empirical orientation (for example, reporting on a research study you have undertaken); and some will be more professionally-oriented (for example, focusing on the intercultural training needs of an organisation).

Students are typically expected to have undertaken the course unit related to the topic they decide to focus on for their dissertation, for example if your dissertation concerns diaspora, you should have completed the optional course unit on that topic. The dissertation will be supervised by an appropriate member of the MAIC teaching staff, other staff member in the School of Arts, Languages and

Cultures or an external staff member. Supervision normally takes place until the end of June, with July and August for writing up.

Regulations regarding the dissertation are found in the SALC Postgraduate Taught Handbook: <http://www.alc.manchester.ac.uk/studentintranet/>

### 3.4. Additional Academic Writing Support

Academic writing skills in English are critical to student success in an MA programme. Writing academic papers requires not only an excellent command of English grammar, but also sufficient familiarity with essay-writing conventions in British academic contexts. Support for students who have English as a second language is available through sessions provided by the Language Centre in semesters 1 and 2, and through an academic writing support initiative, which is available to all students in the School of Arts, Languages and Cultures (details will be provided via the Intercultural Communication Common Room on Blackboard).

### 3.5 University LEAP programme

The University of Manchester offers a programme of courses in language learning which are open to the general public as well as students and staff of the University of Manchester:

<https://www.alc.manchester.ac.uk/study/university-language-centre-leap-courses/> Please note that it is only possible to engage with the LEAP programme for credit on the MA Intercultural Communication through the Semester II course unit 'Foreign Language Learning for Intercultural Competence'. This is because at MA level, there needs to be theoretical and reflective input in all of the course units, which means we do not permit students to do a purely language learning unit.

Students may wish to sign up for a LEAP course in addition to their programme of study, but this would be at an additional cost. LEAP courses require a considerable time commitment and this needs to be weighed against the demands of the programme.

## 4. Course Unit Descriptions

### 4.1. MAIC core and option course units

#### Semester I

<b>ICOM60001</b>	<b>Introduction to Intercultural Communication</b>	
<b>Semester 1</b>	<b>Core</b>	<b>15 credits</b>
<b>Tutor</b>	Dr Judith Reynolds	
<b>Synopsis</b>	<p>This course unit provides students with a systematic and critical understanding of intercultural communication as a field of study, research, education and practice. The course unit particularly problematises the default 'large culture' approach whereby culture is equated with nationality or ethnicity in a static fashion, and thus introduces a more complex and critical approach to intercultural communication.</p> <p>Understanding of core concepts in intercultural communication, such as culture, language, communication, identity, power, and intercultural competence, is developed through engagement with seminal and cutting-edge research. Key theories examining these concepts and how they relate to intercultural communication are introduced, explored and critically evaluated through a mixture of academic discussion and intercultural training-based activities.</p> <p>Engaging with increased international mobility and globalisation, the course unit also considers a range of personal and professional contexts of social interaction and critically examines how researchers have sought to understand and theorise intercultural communication in these different contexts. Students will be supported to reflect on their own experiences of intercultural communication and relate these to the ideas covered in the course.</p>	
<b>Teaching</b>	Teaching will comprise weekly two-hour classes, supported by resources in the virtual learning environment and peer learning through online study group activities. Classes will involve lectures, discussions, and intercultural training activities, as well as guidance and support on the course unit assessments.	
<b>Assessment</b>	<p><b>Assignment 1 (20%):</b> 1,000 word essay (due Monday 15 November 2021, 12 noon)</p> <p><b>Assignment 2 (70%):</b> 2,500 word essay (due Friday 21 January 2022, 12 noon)</p> <p><b>Assignment 3 (10%):</b> Reflective journal entries (due Friday 17 December 2021, 12 noon)</p>	

<b>ICOM70201</b>	<b>Research Methods in Translation and Intercultural Studies</b>	
<b>Semester 1</b>	<b>Core</b>	<b>30 credits</b>
<b>Tutor</b>	Dr Judith Reynolds	
<b>Synopsis</b>	<p>This course unit focuses on a range of skills and methods which are of relevance for translation and intercultural studies research, providing training in specific research methods, giving students the tools to evaluate existing research and to apply research findings appropriately in their own academic work. The course covers an introduction to research trends in related areas, discussions about the development of research topics and the overall process of a research project, and specific research methods used in translation and intercultural studies research (e.g. surveys and interviews, textual analysis, ethnography, etc.).</p> <p>By the end of the unit, students will be able to apply their knowledge of research methods to existing research in order to critically evaluate it in some depth. They will</p>	

	<p>also have enough familiarity with the research process and with research methods to make informed decisions about their own potential future research work, and to design credible research projects.</p> <p>A full course unit outline will be provided in class at the beginning of the semester.</p>
<b>Teaching</b>	<p>This unit will be taught through a mix of 11 x 50 minute lectures and 11 x 50 minute online seminars. Note that the online seminars are for all students.</p> <p>Seminars will be interactive, with students expected to be prepared to discuss questions on the curriculum contents listed above based on readings assigned by the tutor.</p>
<b>Assessment</b>	<p><b>Assignment 1</b> (10%): Weekly reflections (due Friday 10 December 2021, 12 noon)</p> <p><b>Assignment 2</b> (20%): Group Presentations (due Friday 17 December 2021, 12 noon)</p> <p><b>Assignment 3</b> (70%): 2,000 word essay (due Wednesday 19 January 2022, 12 noon)</p>

## MAIC Programme Option Course Units (Semester I)

<b>ICOM60051</b>	<b>English as a Global Language</b>	
<b>Semester 1</b>	<b>Optional</b>	<b>15 credits</b>
<b>Tutor</b>	Dr John Morley	
<b>Synopsis</b>	<p>The course unit begins with an introduction to some of the issues involved in the study of English as a Global Language. The following weeks will examine the history, current situation, and future evolution of Global English, and explore some of the differences between standard British English and the main non-British varieties. Over the duration of the course unit, participants will examine the problematic concept of a Global English, as well as such areas as what the terms ‘ native’ and a ‘ non-native’ speaker might mean. Other topics are how we currently teach and assess English language considering its role as an international lingua franca, and how the bilingual experience shapes identity. Finally, we will briefly examine the ways writers interpret the colonial and post-colonial legacies of English. Many of the topics on the course are designed to relate to the participants’ own experiences and concerns.</p>	
<b>Teaching</b>	<p>Classes will consist of weekly two-hour seminars. Classes will comprise presentation of key concepts by the teacher, discussion of theoretical texts read by students prior to the class, and practical exercises. Texts for discussion will be made available in electronic form where this is possible. In the final week students will do oral presentations of their own case studies, followed by class discussion.</p>	
<b>Assessment</b>	<p><b>Assignment 1:</b> (25%): Oral presentation in Week 12  <b>Assignment 2:</b> (75%): One essay of 3,000 words essay submitted by Friday 14th January 2022</p>	

<b>ICOM60031</b>	<b>Language and Identity in Multicultural Spaces</b>	
<b>Semester 1</b>	<b>Optional</b>	<b>15 credits</b>
<b>Tutor</b>	Dr Sheena Kalayil	
<b>Synopsis</b>	<p>This course is taught by Dr Sheena Kalayil. The course explores the concept of multilingualism and multiculturalism in a micro and macro context through investigations of language use in diasporic communities. Hence, language transmission and maintenance of Heritage Languages will be investigated within families as well as within the larger ethno-linguistic community, and, further, within society. The relationship individuals have with their Heritage Language will also be examined. Different approaches to studies related to language and identity will be discussed, with a particular focus on narrative studies. As well as seminars and lectures students will be expected to engage with online short courses, accessed on Blackboard, which provide further analysis and depth to core subject areas: Theories, The media in the UK, and Discussions on multiculturalism and multilingualism.</p>	
<b>Teaching</b>	<p>Classes will consist of two-hour lecture/seminars, and appointment-based weekly office hours. The first part of the class will involve a brief lecture and/or a review of texts that the students will have previously read. Texts for discussion will be made available in electronic form where this is possible. There will be short courses written in Articulate Rise available on Blackboard that students will work through by themselves outside of class time. There will then be discussions on the themes and texts of both in-class and extra learning materials. The course will include both summative and formative course work.</p>	
<b>Assessment</b>	<p><b>Assignment 1:</b> Group-led Seminar: 30% (teaching week 8)  <b>Assignment 2:</b> Essay: 70% to be submitted by Turnitin (12 noon) on Tuesday 25 January 2022</p>	



## Semester II Core Course Unit

<b>ICOM70302</b>	<b>Research Development Seminar</b>	
<b>Semester 2</b>	<b>Core</b>	<b>15 credits</b>
<b>Tutor</b>	Dr Judith Reynolds	
<b>Synopsis</b>	<p>This course unit follows on from ICOM70201 Research Methods delivered in Semester 1. Through that course unit the students will have acquired knowledge about the principles and practice associated with a number of research approaches, methods and techniques. ICOM70302 in Semester 2 provides preparation for undertaking a specific research project, the MA dissertation. The aims are: to develop the students' researcher competence; to encourage critical reflection on the process of planning, designing, implementing, and presentation of research; and to support students in developing their individual dissertation project. A step by step approach is followed, guiding students through the planning and designing of the project. Once a brief outline of the overall dissertation project is established, the student will undertake a small pilot study. The experience and results of the pilot study will feed into refining the student's plans for the dissertation to be incorporated in a formal dissertation proposal.</p>	
<b>Teaching</b>	<p>This course is delivered through 11 x 80-minute weekly seminars. Seminars will be interactive, with students expected to come to class prepared to discuss questions on the curriculum contents based on readings and tasks assigned by the tutor. Sessions will involve discussion of research as well as workshopping of materials. Students will complete a pilot study during the Easter Break.</p>	
<b>Assessment</b>	<p><b>Assignment 1 (10%):</b> Reflective journal (1000 words total)  <b>Assignment 2 (20%):</b> Dissertation outline and ethics statement (1000 words)  <b>Assignment 3 (70%):</b> Dissertation proposal and pilot study report (2500 words)</p>	

## Semester II Optional Course Units

<b>ICOM60041</b>	<b>Memory, Mediation &amp; Intercultural Relations</b>	
<b>Semester 2</b>	<b>Optional</b>	<b>15 credits</b>
<b>Tutor</b>	Dr Judith Reynolds	
<b>Synopsis</b>	<p>The course unit introduces students to the central role of memory in cultural identity and intercultural relations, and to the practice of mediation in intercultural relations. It starts with an introduction to the concept of memory. Different types of memory are discussed, as well as the important question of the relationship between memory and media, and how this connects to time and space. The second theme concerns the intersection of memory and intercultural relations. Topics covered are: cultural myths and traditions; migration, memory and cultural adjustment; and cultural contact, conflict and memory. The third section of the course unit examines mediation, both as a specific communicative practice designed to promote conflict resolution and as an interactional role adopted by interpreters, cultural brokers and others in intercultural and multilingual encounters. Drawing on research literature and empirical studies of mediation practices, we consider different approaches to mediation, as well as some of the complexities and issues involved.</p>	
<b>Teaching</b>	<p>Classes will consist of weekly two-hour seminars. Classes will be taught in a seminar style, incorporating presentation of key concepts by the tutor, discussion of theoretical texts read by students prior to the class, and practical learning activities. Blackboard will be used for the purposes of communication, and provision of class materials.</p>	

<b>Assessment</b>	<b>Assignment 1 (20%):</b> Individual oral presentation (asynchronous) <b>Assignment 2 (80%):</b> Analytical essay
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<b>ELAN 60362</b>	<b>Border Crossings: Comparative Cultures of Diaspora</b>	
<b>Semester 2</b>	<b>Optional</b>	<b>15 credits</b>
<b>Tutor</b>	Dr Sebastian Truskolaski	
<b>Synopsis</b>	This course is taught by a team of staff within Languages in the School of Arts, Languages, and Cultures, in different groupings depending on staff availability. It takes as its premise various key concepts relating to transnational identities such as diaspora, race, ethnicity, and the postcolonial, which are then studied in relation to specific texts/case studies. The aim is to illustrate the applicability of theoretical frameworks across cultural boundaries, and to illuminate the cultural specificity of each different history of migration. The course aims to illuminate core theoretical concerns of cultural migration studies and to encourage interdisciplinarity. Texts and case studies will be available in English where students do not have the relevant language skills.	
<b>Teaching</b>	Classes will consist of one 2-hour seminar per week. The first seven (weekly) seminars will be led by the course convenor. Subsequent classes will be taught by other specialist tutors in a variety of post-colonial or diaspora cultures.	
<b>Assessment</b>	<b>Assignment 1:</b> Essay, 1000 wds, formative assessment, 0% <b>Assignment 2:</b> Essay, 3000 wds, summative assessment, 100%	

<b>ICOM60022</b>	<b>Foreign Language Learning for Intercultural Competence</b>	
<b>Semester 2</b>	<b>Optional</b>	<b>15 credits</b>
<b>Tutors</b>	Dr John Morley, and Tutors from the University Language Centre	
<b>Synopsis</b>	This course is made up of two components: 1) foreign language unit taken from LEAP, and 2) a focus on intercultural communicative competence in general and as explored through critical reflection on the experiences encountered on the LEAP course, or elsewhere. Thus, this course unit involves foreign language study (see LEAP course outlines for more details) and lectures in Intercultural Competence (ICC) where relevant theories and models of ICC for foreign language learning are presented and students are encouraged to do systematic critical reflection on their foreign language learning experience in relation to these theories and models.  <a href="https://www.alc.manchester.ac.uk/study/university-language-centre-leap-courses/">https://www.alc.manchester.ac.uk/study/university-language-centre-leap-courses/</a>	
<b>Teaching</b>	In addition to the relevant LEAP language classes, for the MAIC related component of this unit, there will be five two-hour class meetings. The classes will take place every other week of the second semester. Course participants are also encouraged to engage with the 'multicultural campus', by way of trying to share their own intercultural experiences with not only speakers and learners of the language they are learning through the LEAP course but also with speakers and learners of a variety of languages.	
<b>Assessment</b>	In addition to the assessments specified for the relevant LEAP course (which represent 50% of the assessed learning), MAIC students are required to submit one Assignment (50%) of 2,000 words by <b>Friday 20<sup>th</sup> May 2022</b> .	

## 4.2 Other Option Course Units

MAIC students may take two free options (30 credits) as part of the 75-credits of optional course units. A free option can be taken in either semester, typically from the menu of options available in the School of Arts, Languages & Cultures.

Further information on SALC course units can be obtained from:

[My Manchester](#)>Teaching>Course Unit Information Portlet

**Recommended Free Options (students may do a maximum of two free options, i.e. up to 30 credits)**

Unit code	Semester	Unit title	credits
ENGL60461	1	Postcolonial Literatures: Genres and Theories*	30
ELAN64001	1	Introduction to Translation and Interpreting Studies	15
HIST65101	1	Race, Migration and Humanitarianism: Legacies of Slavery & Colonialism in the Modern World	15
EDUC70322	2	Equality, Diversity and Inclusion in International Education	15
EDUC71232	2	Intercultural Engagement at Work and in Communities	15
LALC61052	2	Popular Music and Identity	15

\*note that this course unit is worth 30 credits

HIST65101	Race, Migration and Humanitarianism: Legacies of Slavery & Colonialism in the Modern World	
Semester 1	Optional	15 credits
Tutor	Dr Kerry Pimblott	
Synopsis	<p>Encounters between European countries and the peoples of other regions of the world have left a lasting impact on the world we live today. In the modern age, interlocking phenomena such as colonial expansion and the trans-Atlantic slave trade contributed to the rise of industrialized capitalism, potent racial ideologies, Global North/South inequalities, unprecedented migrations of peoples, and a set of new humanitarian discourses and movements for change.</p> <p>This module explores the multiple legacies of slavery and colonialism within the framework of postcolonial politics, emphasizing themes of race, migration, and humanitarianism. The eighteenth and nineteenth centuries, it will be argued, have fundamentally and violently transformed societies, cultures and peoples across the world and raise critical questions therefore about our present: How do racial categories which emerged under slavery and colonialism continue to shape politics and culture? In what ways can our historical past account for the spread and distribution of world populations and cultures today? To what extent has the rise of humanitarianism cloaked new colonial relationships? How have challenges posed by the postcolonial present reshaped dominant understandings of non-European cultures in more recent times?</p> <p>The course will engage with both theoretical and empirical approaches, and students will be introduced to a range of textual, visual and oral primary sources from across the world. In this the course will particularly benefit from the existence of rich collections in Manchester and the North-West (e.g., the International Slavery Museum, the Ahmed Iqbal Ullah Race Relations Resource Centre and the Manchester Museum), which will lend local weight and relevance to the module.</p>	
Teaching	<p>The course will be taught by means of three hour seminar sessions in one semester. Students would be required to prepare on the basis of their readings of key historical texts and documents – both primary and secondary – and discuss them during these seminars. All students will be expected to participate in rigorous methodological as well as historiographical discussions covering the relevant topics. The classroom</p>	

	teaching will be supplemented by visits to local galleries, museums and archives for object handling and study sessions.
<b>Assessment</b>	<b>Assignment 1:</b> (0%) Literature review (formative) <b>Assignment 2:</b> (100%) Essay (summative)

<b>ELAN64001</b>	<b>Introduction to Translation and Interpreting Studies</b>	
<b>Semester 1</b>	<b>Optional</b>	<b>15 credits</b>
<b>Tutor</b>	Dr Henry Jones	
<b>Synopsis</b>	<p>This course unit will offer students the opportunity to study contemporary theories of translation and interpreting from the 1960s until the present time. A broad range of approaches will be studied, including:</p> <ul style="list-style-type: none"> <li>▪ linguistic approaches</li> <li>▪ systems approaches</li> <li>▪ sociological approaches</li> <li>▪ feminist approaches</li> <li>▪ postcolonial approaches.</li> </ul> <p>A full course unit outline will be provided in class at the beginning of the semester.</p>	
<b>Teaching</b>	<p>This unit will be delivered through 11 x 50-minute weekly lectures and 11 x 50-minute weekly seminars.</p> <p>Sessions and exercises in both parts will connect with existing literature in translation and interpreting studies, as both examples and as the basis for exercises and discussions where relevant.</p> <p>This course also provides a foundation for MA writing in translation and interpreting, using exercises and coursework to cover issues related to academic writing, critical reading, and the integration of textual analysis with other forms of analysis.</p>	
<b>Assessment</b>	<p><b>Assignment 1:</b> Critical review of 1000 words (30%)</p> <p><b>Assignment 2:</b> Essay of 2,000 words (70%)</p>	

<b>ENGL60461</b>	<b>Postcolonial Literatures: Genres and Theories</b>	
<b>Semester 1</b>	<b>Optional</b>	<b>30 credits</b>
<b>Tutor</b>	Dr Robert Spencer	
<b>Synopsis</b>	<p>This course seeks to explore the expanding field of postcolonial studies, with particular emphasis on the worldwide and ongoing experiences of colonialism and anti-colonialism. We will look at the politics of representation, space and location; at debates about peripheral modernities and world literature; and at contemporary political preoccupations with the state, the market, development, - the war on terror -, class and asylum. We shall look at how works of literature and theory explore and shape anti-colonial projects and in turn influence post-colonial politics. Our aim is to clarify the meaning of the postcolonial by looking at a range of historical and geographical contexts, examining both established and contemporary theoretical debates in the field, and reading a broad selection of literary texts with close attention to features of form, structure and language.</p>	

<b>Teaching</b>	Weekly seminars (33 hours across the semester)
<b>Assessment</b>	<b>Assignment:</b> Written Assessment (100%)

<b>LALC61052</b>	<b>Popular Music and Identity</b>	
<b>Semester 2</b>	<b>Optional</b>	<b>15 credits</b>
<b>Tutor</b>	Dr Barbara Lebrun	
<b>Synopsis</b>	<p>This team-taught course unit is available as an option to all postgraduate students of the School of Arts, Languages and Cultures. Its object of study is the expression and representation of cultural identities through popular music, with changing emphases on nation, ethnicity, gender and generation. Defined inclusively, popular music allows us to examine and compare different music genres from the late 19th century to the present, ranging across (depending on staff availability and specialism) American blackface minstrelsy, Russian guitar-poetry, Spanish flamenco, Latin American cumbia, French yéyé, and other genres. Popular music is studied from the combined perspectives of artistic production and critical reception, with primary material encompassing lyrics, music, performance, record sleeves, fan response and reviews. The theoretical framework is interdisciplinary and dependent on each case-study, mainly drawing from sociology, history, ethnomusicology and area studies, while the concepts discussed incorporate those of race, class, gender, diaspora, authenticity, consumerism, prestige, heritage, and more. This unit also draws on the rich soundscape and music-playing facilities of Manchester itself, and may include, depending on funding and risk assessment, visits to local landmarks, guest talks, concerts and immersive fieldwork.</p>	
<b>Teaching</b>	<p>This unit will be taught through 11 x 80-minute weekly seminars. In a combination of tutor-led and student-led seminars, key theoretical concepts are deployed (e.g. race, class, diaspora, authenticity, commercialism, prestige, nostalgia and heritage) and specific case-studies of popular music genres are used to illustrate the use of these concepts.</p>	
<b>Assessment</b>	<p><b>Assignment 1:</b> Essay of 4,000 words on a music genre, national context and key concept(s) chosen by the student (worth 100%).</p>	

<b>EDUC70322</b>	<b>Equality, Diversity and Inclusion in International Education</b>	
<b>Semester 2</b>	<b>Optional</b>	<b>15 credits</b>
<b>Tutor</b>	Dr Susie Miles	
<b>Synopsis</b>	<p>This course unit develops knowledge and understanding of responses to diversity in education in a wide range of country contexts; and to reflect upon policies and practices which promote equity in education internationally. It will introduce the following content areas:</p> <ul style="list-style-type: none"> <li>· The role of education in international development;</li> <li>· International frameworks for promoting Education for All;</li> <li>· Disability, special educational need and inclusion;</li> <li>· Intersectionality (poverty, gender, disability, language, class, race, ethnicity, sexuality) and social and educational exclusion;</li> </ul>	

	· Pedagogy, curriculum and democracy in post-conflict situations
<b>Teaching</b>	10 x 2 hour lectures, 1 x 2 hour seminar
<b>Assessment</b>	<b>Assignment (100%):</b> one essay of 3,000 words

<b>EDUC71232</b>	<b>Intercultural Engagement at Work and in Communities</b>	
<b>Semester 2</b>	<b>Optional</b>	<b>15 credits</b>
<b>Tutor</b>	TBC	
<b>Synopsis</b>	<p>The unit will examine learning from critical reflection on experience of intercultural engagement practices in community and/or educational settings. Intercultural interactions within organisations and their engagement with communities will be analysed and evaluated in relation to intercultural and community development frameworks. Methods of identifying and analysing organisational and community cultures as well as evidencing experience and learning will also be considered.</p> <p>This unit aims to:</p> <ul style="list-style-type: none"> <li>- examine critical reflection, experiential learning and community engagement theories and frameworks and their application to intercultural practice;</li> <li>- support students to undertake a short-term project or observations in suitable educational or community organisation(s) engaging with communities;</li> <li>- provide structures for students to analyse, evaluate and evidence their learning from this experience that will enhance their understanding of intercultural practice and employability</li> </ul>	
<b>Teaching</b>	<p>Tutor facilitated full group sessions will introduce some theories and frameworks for analysing intercultural engagement, critical reflection on experience and types and levels of participation. With a high level of participation expected, students will consider a range of real life scenarios and discuss potential responses that may be encountered in order to identify good intercultural engagement and socially responsible practice as well as how they may be analysed.</p> <p>Students will be supported in identifying suitable opportunities to experience intercultural educational and/or community organisational practice within the Greater Manchester area. Distance students would need to identify their own arrangements. Students will engage with these organisation(s) for a minimum total of 35 hours to observe intercultural practice and/or contribute to the organisation through negotiating to undertake a useful project or other supportive activities depending on individual and organisational needs and capacities.</p>	
<b>Assessment</b>	Weekly reflective work and a summative written assignment.	

## Appendix: Assessment Descriptors

### A1. Assessment Criteria for Essay-based Assignments

#### **Marks below 30%**

The work fails to provide a competent description of the topic, and falls far short of a competent discussion. It is poorly structured and has no coherent argument. The style and presentation are so poor as to seriously impair communication and there is no evidence that the principles applicable to academic writing in the Humanities have been understood. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Diploma or Master's level.

#### **Marks 30-39%**

The work is almost wholly descriptive. It displays no awareness at all of theoretical or critical ideas such as those learned on the core course units. It displays some potential to move from description to discussion of the topic and to structure a basic argument derived from this descriptive approach but it fails to achieve this in clearly identifiable respects. The style and presentation are poor. There is little evidence that the principles applicable to academic writing in Humanities have been understood, but communication is maintained. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Diploma or Master's level.

#### **Marks 40-49%**

The work provides a superficial discussion of the topic but remains predominantly descriptive. It demonstrates a basic grasp of the topic but is lacking in critical or analytical insight in general. It reveals a very limited awareness of theoretical or critical ideas such as those learned on the core course units, and no attempt is made to use such ideas in practice. An identifiable argument is discernible but this is poorly and inconsistently sustained. The style and presentation exhibit a large number of errors but there is some evidence that the principles applicable to academic writing in the Humanities have been understood. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Master's level.

#### **Marks 50-59%**

The work demonstrates a reasonable understanding of the topic and can discuss it competently even if it is not able to develop complex ideas in relation to this topic. There is an awareness of critical or theoretical ideas such as those learned on the core course units accompanied by limited attempts to use them in practice. The approach is generally unambitious, but a coherently structured argument is in place and there is an awareness of relevant secondary literature. The work exhibits a certain number of errors of style and presentation but an adherence to the principles applicable to academic writing in Humanities is predominant.

#### **Marks 60-69%**

The work demonstrates thorough understanding of the topic, and provides a good discussion of it with appropriate examples. The work shows an awareness of critical or theoretical ideas such as those learned on the core course units, supported by a sustained ability to use these ideas relevantly in critical practice. The argument will be clearly structured and the student has begun to develop new ideas on the texts or objects of study, revealing an ability to critically evaluate existing research in the area. There are few errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood.

#### **Marks 70-79%**

The work demonstrates a sophisticated grasp of the topic supporting critical analysis with pertinent examples. An in depth awareness of critical or theoretical ideas such as those learned on the core course units is relevantly applied in critical practice. The work is based on wide reading in a range of source materials and shows clear originality. The work goes well beyond the mere exposition of ideas, providing a consistently sustained and lucid argument. It demonstrates the ability to critically evaluate existing research on the object of study in a confident, directed manner giving evidence of very strong potential to complete a research degree successfully. There are no substantial or recurrent errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood and internalised as good practice.

#### **Marks above 80%**

The work shows extensive knowledge of both the topic and the academic context(s) in which it is applied, such that it begins to make a significant contribution at the forefront of scholarship in the given field. A complex, original and relevant application of critical or theoretical ideas such as those learned on the core course unit is demonstrated in critical practice. There is clear evidence of an ability to critically evaluate existing research on the object of study as the basis for identifying and defining new fields of research. The work demonstrates considerable originality and is of publishable or near-publishable quality. The style and presentation are virtually faultless.



## A2. Assessment Criteria for Oral Presentations (general guide, unit-specific criteria will be available on relevant course units)

### **Marks below 30%**

The presentation falls far short of a competent discussion of the topic. There is no coherent structure or argument. Content and delivery are so poor as to seriously impair communication.

### **Marks 30-39%**

The presentation displays no awareness of theoretical or critical ideas. There is little evident structure of the presentation, and main points are not clear. There is a limited evidence base and few relevant examples. There is no supporting material (visual aids, handouts) or it is not used effectively. Poor oral delivery (pace, audibility, communicative effectiveness) makes the presentation very difficult to follow. Questions asked by the audience are not answered in any useful way.

### **Marks 40-49%**

The presentation displays a basic grasp of the topic, but discussion is superficial, and the understanding of theoretical ideas is not sound. The presentation lacks a clear structure, and main points are not always clearly expressed. There is a limited evidence base and exemplification is not always effective. Supporting material such as visual aids and handouts is not always well used. Deficiencies in oral delivery (pace, audibility, communicative effectiveness) sometimes make the presentation difficult to follow. Questions asked by the audience are not always answered effectively.

### **Marks 50-59%**

The presentation demonstrates a fairly good grasp of the topic, including critical evaluation of approaches. The structure is mainly coherent, but some points are not expressed clearly. The student uses an acceptable evidence base and exemplification. The supporting material such as visual aids and handouts is generally used effectively. The oral delivery (pace, audibility, communicative effectiveness) is adequate. Questions asked by the audience are fairly well answered.

### **Marks 60-69%**

The presentation demonstrates a thorough grasp of the topic, including sound critical evaluation of approaches. The presentation has a coherent and logical structure, and points are expressed clearly. The student uses a solid evidence base and exemplification. The supporting material such as visual aids and handouts is effective. The oral delivery (pace, audibility, communicative effectiveness) is good. Questions asked by the audience are answered effectively.

### **Marks 70-79%**

The presentation demonstrates a sophisticated grasp of the topic, and develops interesting and original critical perspectives. The presentation has a coherent and logical structure, and all points are expressed clearly. The student uses a very good evidence base and exemplification. The supporting material such as visual aids and handouts is highly effective. The oral delivery (pace, audibility, communicative effectiveness) is very good. Convincing and appropriate responses are given to questions asked by the audience.

### **Marks above 80%**

The presentation shows an extensive knowledge of the topic and impressive critical evaluation, as well as demonstrating significant originality of thought. The presentation has a fully coherent and logical structure, and all points are expressed clearly. The student uses an excellent evidence base and exemplification. The supporting material such as visual aids and handouts is exceptionally effective. The oral delivery (pace, audibility, communicative effectiveness) is excellent. Convincing and highly appropriate responses are given to questions asked by the audience.