

**School of Arts,
Languages and Cultures
&
Manchester Institute of
Education**

**MA Programme Handbook
Intercultural Communication
2015 - 2016**

Programme Directors:

**Siobhan Brownlie,
Richard Fay & Diane Slaouti**

Fourth edition, July 2015

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) and the Manchester Institute of Education can be found in the Postgraduate Taught Handbooks which should be read and used as a reference in conjunction with this Handbook. The School Handbooks are available online here:

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

Education Handbook (TBC)

Contents

1. Introducing the MA in Intercultural Communication	4
1.1 Intercultural Study for Intercultural Times	4
1.2 The MAIC Team	5
2. Administrative Aspects	6
2.1 Admissions	6
2.2 Exit Points	6
2.3 Study Modes	6
2.4 Auditing Classes	6
2.5 Teaching Modes	7
2.6 Assessment	7
2.7 Submission Deadlines	7
2.8 Word Limits	7
2.9 Extensions	7
2.10 Student Representation	8
2.11 Academic and Pastoral Support	8
2.12 Asking Questions	9
2.13 References from MAIC Staff	9
3. Academic Aspects	10
3.1 Programme Aims and Learning Outcomes	10
3.2 Study Life Cycles (full-time and part-time)	10
3.3 Dissertation Topics and Supervision	12
3.4 Additional Academic Writing Support	12
4. Course Descriptions	13
4.1 MAIC core and option units	13
ICOM 60001 Introduction to Intercultural Communication	13
ICOM 60011 Explorations in Intercultural Thinking	13
ICOM 70102 Developing Researcher Competence in IC	14
ELAN 60361 Border Crossings: Comparative Cultures of Diaspora	15
ICOM 60041 Memory, Mediation and Intercultural Relations	15
ICOM 60051 English as a Global Language	16
ICOM 60022 Foreign Language Learning for Intercultural Competence	16
EDUC 70232 Intercultural Engagement at Work & in Communities	17
4.2 Other Option course units	18

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, individuals increasingly recognise not only their own cultural complexity but also the need to function effectively in culturally-diverse contexts ranging from the home and neighbourhood, to places of worship and recreation, to organisations and workplaces, and to societies and regions. Through face-to-face interactions at home and overseas, through the media, and through digital communications, the need to live interculturally is fast becoming the norm for more and more of us rather than the exception experienced by a few. As a consequence, intercultural awareness and communication skills are now a necessary part of life for most people in most aspects of their lives.

The MA in Intercultural Communication is a joint undertaking by the School of Arts, Languages and Cultures, and the Manchester Institute of Education, with joint programme directors. The programme brings together a wide range of expertise in order to explore the cultural complexities and diversity of our current times from a variety of conceptual, disciplinary and professional perspectives. It invites students to consider what these complexities might mean for individuals in a variety of contexts and also to further develop their own 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. Professional experience with an intercultural dimension to it is also valued but not essential. 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.

The programme consists of a number of core and optional modules. The choice of options will allow students to tap into the specialist knowledge available in areas such as language studies, media studies, migration, and intercultural communication in professional contexts, depending on the student's preferred career paths and/or research interests. Participation in the programme is in itself a valuable intercultural experience as students and staff are connected with various parts of the world.

1.2 The MAIC Team

- **Programme Directors:**

Siobhan Brownlie - Lecturer in Translation Studies and Intercultural Communication, has a special interest in conflict mediation, and the role of memory in intercultural relations. She teaches on the core course unit *Developing Researcher Competence in Intercultural Communication*, and the optional course unit *Memory, Mediation & Intercultural Relations* in Semester 1. siobhan.brownlie@manchester.ac.uk

Richard Fay - Lecturer in Education, specialises in TESOL, Intercultural Communication, Researcher Education, and Narrative Research. He has been developing courses in intercultural communication since 1994. He teaches on the core course units *Introduction to Intercultural Communication* and *Explorations in Intercultural Thinking* in Semester 1. richard.fay@manchester.ac.uk

Diane Slaouti – Senior Lecturer in Education, is a specialist in technology, teacher development and digital literacies. She teaches on the core course units *Introduction to Intercultural Communication* and *Explorations in Intercultural Thinking* in Semester 1. diane.slaouti@manchester.ac.uk

- **Other MAIC Staff**

Margaret Littler - Professor of contemporary German culture, researches in the field of diaspora cultures as one of her main interests. She teaches the Semester 1 optional course unit *Border Crossings: Comparative Cultures of Diaspora*. margaret.littler@manchester.ac.uk

Maj-Britt Mosegaard Hansen - Professor of French Language and Linguistics, researches in pragmatics and verbal interaction amongst other areas. She teaches the Semester 2 optional course unit *Interactional Pragmatics*. maj-britt.mosegaardhansen@manchester.ac.uk

Ian Pople - Senior Language Tutor in English, has a keen interest in new writing. He teaches the Semester 2 optional course unit *English as a Global Language*. ian.pople@manchester.ac.uk

Kate Sapin - Lecturer in Education, is a specialist in communities, youth work and participation. She convenes the semester 2 placement option *Intercultural Engagement at Work and in Communities*. kate.sapin@manchester.ac.uk

Please note that because this MA programme is an interdisciplinary programme which is offered jointly by the School of Arts, Languages & Cultures and the Manchester Institute of Education, regulations and practices may vary for different course units. For example, there may be variation regarding: the policy regarding word count for coursework, and the criteria used for assessing your coursework. Your course unit tutors will provide you with information concerning their unit; please consult tutors, if you have any queries.

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 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

2.2 Exit Points

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

- compulsory core course units (totalling 60 credits);
- optional course units (totalling 60 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 (see Section 3.2 for details of how the programme is organised).

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, students may participate in one study-only course unit per semester, i.e. participation in all activities except assessment. They will not be registered for this audited class, nor write an assignment for it, and therefore it will not appear on their transcript of studies. However, this auditing mechanism represents an important opportunity for broadening the range of course units each student formally takes. In return for this value-added mechanism, we require all auditing students to attend sessions assiduously and undertake all activities required for the sessions (e.g. pre-reading). Auditing thus represents a significant study undertaking which may not suit all students.

2.5 Teaching Modes

MAIC classes are taught in a variety of modes, involving presentations by teachers and speakers, class discussions, and group work activities.

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.

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 set out in the course unit descriptions and summarized in Appendix 1. MAIC coursework is normally submitted electronically via the TurnItIn mechanism. Procedures will be explained to you by the Course Unit Tutor in advance of the submission date.

2.8. Word Limits

Coursework exercises and dissertations have a required word count. In all cases, the word count includes not only the main body of the text, but also footnotes and endnotes. It does not include the References or Appendices; nor does it include the preliminary pages required for MA dissertations.

As this is an interdisciplinary programme, students must ensure that they are fully familiar with the word count policy required for each assessed piece of work, as these may differ for different course units.

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.

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 read the policies on Mitigating Circumstances in the Postgraduate Taught Handbook:

School of Arts, Languages and Cultures -
<http://www.alc.manchester.ac.uk/studentintranet/>

2.10 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. These may include, for example, the consideration of student feedback.

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

2.11 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. The Programme Director is also available to discuss any issues you may wish to raise about the programme as a whole. Again, you should e-mail to make an appointment in advance.

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 don't keep them to yourself, 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

Telephone 0161 275 3116 or 0161 306 1665

2.12 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	Developing Researcher Competence in IC Tutor
... PhD plans	MAIC Programme Director	
... financial matters	Postgraduate Taught Office	Student Guidance Office
... academic writing skills	ExIT 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>

2.13 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 to help the lecturer write the reference. Lecturers are perfectly within their rights to decline to write references, for example if 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 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 2016 (see below).

Part-time MA students take the taught course units over two years, and submit the dissertation by September or December 2016 (see below).

Optional course units – MAIC students have 60 credits of optional course units. These comprise four course units of 15 credits each. Typically, two optional course units are taken in first semester, and two in second semester. A minimum of two of these units should be chosen from the MAIC 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 and the Manchester Institute of Education.

Full-time life cycle starting September 2015:

Semester 1 (21 September 2015 – 31 January 2016)	
<i>Core course units</i>	<i>MAIC Optional course units</i>
Introduction to Intercultural Communication (15 credits)	Border Crossings: Comparative Cultures of Diaspora (15 credits)
Explorations in Intercultural Thinking (15 credits)	Memory, Mediation & Intercultural Relations (15 credits)
	English as a Global Language (15 credits)
Semester 2 (1 February 2016 – 10 June 2016)	
<i>Core course unit</i>	<i>MAIC Optional course units</i>
Developing Researcher Competence in IC (30 credits)	Intercultural Engagement at Work and in Communities (15 credits)
	Foreign Language Learning for Intercultural Competence (15 credits)
Summer (June – 1 September)	
Dissertation (60 credits)	

Part-time life cycle starting in September 2015:

Year 1	
Semester 1	Core: Introduction to Intercultural Communication (15 credits) Core : Explorations in Intercultural thinking (15 credits)
Semester 2	2 x optional course units / options (2 x 15 credits)
Year 2	
Semester 1	2 x optional course units / options (2 x 15 credits)
Semester 2	Core: Developing Researcher Competence in IC (30 credit course unit)
Summer	Dissertation (60 credits) (submitted September or December 2016)

3.3. Dissertation Topics and Supervision

The 15,000 word dissertation is normally undertaken during the Summer period (June-August). Some dissertations will have a conceptual orientation (for example, exploring models of intercultural competence); others may be more empirical (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 or other staff member in the School of Arts, Languages & Cultures or the Manchester Institute of Education.

3.4. Additional Academic Writing Support

Academic writing skills in English are critical to students' success in the 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. In addition to the academic literacy theme in 'Explorations in Intercultural Thinking', a customised course on academic writing skills is run by the Language Centre every Wednesday afternoon in Semester 1 and Semester 2.

4. Course Unit Descriptions

4.1. MAIC core and option course units

ICOM60001	Introduction to Intercultural Communication	
Semester 1	Core	15 credits
Tutor	Dr Richard Fay & Mrs Diane Slaouti	
Synopsis	<p>This course unit provides an introduction to the key conceptual elements related to intercultural communication. It is framed around an exploration of key questions such as:</p> <ul style="list-style-type: none"> • What is culture? • What is communication? • What is intercultural communication? • What is cultural identity? • What is 'languaculture'? • What is cultural learning? • What is cultural awareness? • What is intercultural (communicative) competence? • What is otherisation? • What is cosmopolitanism? • How does the digital age impact on intercultural communication? • What is intercultural communication education and training? <p>Building on these areas of exploration, the course unit examines intercultural communication against the backdrop of the transnational flows and local complexities of our time, presents a model of intercultural communication as interpersonal communication between individuals with differing cultural identities and backgrounds, and problematises the default 'large culture' approach to culture, cultural difference, and intercultural communication.</p>	
Teaching	Teaching will comprise weekly two-hour classes, supported by resources in the virtual learning environment. Classes will involve lectures, discussions, activities and intercultural training activities including simulations.	
Assessment	Assignment 1 (25%): submitted TBC Assignment 2 (75%): 3,000 words, submitted TBC	

ICOM60011	Explorations in Intercultural Thinking	
Semester 1	Core	15 credits
Tutor	Dr Richard Fay & Mrs Diane Slaouti	
Synopsis	<p>Intercultural Communication can be explored from many different perspectives and insights from the study of intercultural communication are relevant for many aspects of personal, academic, and professional life. On the MAIC programme, some of this breadth is mapped in the core course unit 'Introduction to Intercultural Communication' which lays down an overall conceptual framework for the whole programme. The course unit 'Explorations in Intercultural Thinking' provides practice in viewing optional course units and other relevant areas (e.g. healthcare, media, international exchanges, business communication, and conflict resolution) through an intercultural lens. Through taster sessions for the optional course units as well as for other relevant areas, this course unit seeks to enable students to understand how each of these</p>	

	areas might be explored interculturally and to become aware of the interdisciplinary connections between them. Thus, the course unit aims to provide coherence to the study of intercultural communication.
Teaching	The course unit is based on regular, typically weekly, one-hour lectures by visiting speakers who will introduce the taster sessions for the optional course units and other areas. After each such lecture, there will be a tutorial during which an intercultural lens (developed from the conceptual materials covered in the core 'Introduction to Intercultural Communication' course) will be applied to the material presented in the preceding lecture. These lectures and tutorials will be supported by resources in the virtual learning environment. Note that the schedule in the opening weeks of the semester may be more condensed with two sessions per week.
Assessment	Assignment 1 (25%): submitted TBC Assignment 2 (75%): 3,000 words, submitted TBC

ICOM 70102		Developing Researcher Competence in Intercultural Communication	
Semester 2	Core	30 credits	
Tutor	Dr Siobhan Brownlie		
Synopsis	This course unit provides preparation for undertaking a research project. The focus is on development of the students' researcher competence in order to complete the MA dissertation. The aims are: to introduce the principles and practice associated with a number of research approaches, methods, and techniques; to encourage critical reflection on the process of planning, designing, implementing, and presentation of research; and to prepare students in writing a research proposal and research report. A step by step approach is followed, guiding students through the planning and designing of a dissertation project. Once a brief outline of the overall dissertation project is established, the student will undertake a small pilot project. The experience and results of the pilot project will feed into refining the student's plans for the dissertation to be incorporated in a formal dissertation proposal.		
Teaching	Seminars, three or four hours per week. The seminars will comprise presentation of concepts and methods by the teacher; discussion of readings; and some practical activities such as data analysis. There will also be group and individual tutorials at certain points of the semester. Blackboard will be used for the purposes of communication, and provision of class materials.		
Assessment	Assignment 1 (10%): Reflective journal entries to be done weekly Assignment 2 (20%): Dissertation outline (& ethics form) due 21 March 2016 Assignment 3 (70%) due date : 6 May 2016 <ul style="list-style-type: none"> - One 2,000 word report on pilot project, and - One 2,000 word dissertation proposal 		

ELAN 60361	Border Crossings: Comparative Cultures of Diaspora	
Semester 1	Optional	15 credits
Tutor	Professor Margaret Littler	
Synopsis	This course unit is taught by a team of staff within the School of Arts, Languages and Cultures, in different groupings depending on staff availability. It will take as its premise various key concepts concerning transnational identities and migration, which will then be related to specific texts/case studies. This will both illustrate the applicability of theoretical frameworks across cultural boundaries, and illuminate the cultural specificity of each different history of migration. The course unit aims to identify and debate core theoretical concerns of cultural migration studies and to encourage interdisciplinarity. Texts and case studies will be available in English where participants do not have the relevant language skills.	
Teaching	Classes will consist of two hour seminars. The first four (weekly) seminars will be led by the course convenor. Subsequent classes will be fortnightly, and taught by other specialist tutors in a variety of post-colonial or diaspora cultures. The first three seminars will consist of discussion of theoretical texts read by students prior to the class, subsequent seminars will treat particular case studies, but proceed on the same basis (discussion of previously read texts). Texts for discussion will be made available in electronic form where this is possible. The course convenor will meet with students individually to discuss their essay topics.	
Assessment	<ul style="list-style-type: none"> ▪ Assignment (100%) One essay of 4,000 words, submitted by 8 January 2016 	

ICOM60041	Memory, Mediation & Intercultural Relations	
Semester 1	Optional	15 credits
Tutor	Dr Siobhan Brownlie	
Synopsis	The course unit starts with an introduction to the theme of memory. Different types of memory are discussed, as well as the important question of the relationship between memory and media. The second theme concerns the intersection of memory and intercultural relations. Topics covered are: cultural myths and traditions; migrant nostalgia and acculturation; and the impact of memory of past conflictual intercultural relations. The third theme is mediation as a means of conflict resolution/transformation. Students will be taught an approach to mediation practice which incorporates an intercultural thinking and memory orientation, problem-solving, transformative goals, and narrative and interactive elements.	
Teaching	Classes will consist of weekly one and a half 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 such as role plays. Blackboard will be used for the purposes of communication, and provision of class materials.	
Assessment	Assignment 1 (60%): Essay (2000 wds), due 7 December 2015 Assignment 2 (15%): Blog entry, due 14 December 2015 Assignment 3 (25%): Group role play, week 12	

ICOM60051	English as a Global Language	
Semester 1	Optional	15 credits
Tutor	Dr Ian Pople	
Synopsis	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 look at the history, current situation and future evolution of English as a Global language. Over the duration of the course unit, participants will examine the problematic concept of a Global English, in order to tease out the nature of those problems. Many of these areas will be explored using a case study approach which will be designed to draw on the participants' own interests and concerns.	
Teaching	Classes will consist of weekly one and a half hour seminars. The first eight seminars will be led by the teacher. 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.	
Assessment	<ul style="list-style-type: none"> ▪ Assignment 1 (25%): tbc ▪ Assignment 2 (75%): One essay of 3,000 words, submitted by 15 January 2016 	

ICOM60022	Foreign Language Learning for Intercultural Competence	
Semester 2	Optional	15 credits
Tutors	Dr Richard Fay and Dr Zeynep Onat-Stelma (plus the foreign language teacher providing the LEAP language course concerned)	
Synopsis	This course unit involves the enhancement of an existing LEAP foreign language course (as offered by the University language Centre). The enhancement comprises the addition of an intercultural (communicative) competence focus to the foreign language study as explored through critical reflection on the foreign language experience in undertaking the LEAP course. Thus, this course unit involves foreign language study (see LEAP course outlines for more details) plus supervised study of ICC, and autonomous and systematic critical reflection on the foreign language learning experience. http://www.langcent.manchester.ac.uk/languages/leap/	
Teaching	In addition to the processes detailed for the relevant LEAP course, this enhanced version of that course will be based on independent supervised study for which the supervised element will consist of four individual or small group tutorials, as further supported by resources in the virtual learning environment. MAIC participants are also strongly encouraged to engage with the 'multicultural campus', i.e. to find and establish regular contact with a native speaker of the target language they are learning through the LEAP course.	
Assessment	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, date due 20 May 2016 .	

EDUC70232	Intercultural Engagement at Work and in Communities	
Semester 2	Optional	15 credits
Tutor	Ms Kate Sapin	
Synopsis	The relationships between experience and learning as well as theory and practice will be explored in this unit. Students will undertake work-based learning for a minimum of 40 hours (4-8 hours a week for 5-10 weeks) and will analyse their experiences and learning in relation to intercultural communication and engagement. A range of opportunities in approved local community organisations will be made available for application. Alternatively, students may make their own arrangements, if preferred. <i>Please note that suitable arrangements may take some time to be finalised and early application is recommended. Contact the tutor: kate.sapin@manchester.ac.uk</i>	
Teaching	This course unit is based on experiential learning and critical reflection on experience. Lectures will introduce theories and frameworks to use in analysis and evaluation of experience. Group tutorials will provide opportunities to discuss issues arising and their relevance to employability and learning about intercultural communication and engagement.	
Assessment	Regular reflections on experience via online and group tutorials (formative) Final written assignment, 3,500 words (100%), submitted by 16 May 2016	

4.2 Other Option Course Units

MAIC students may take two 'free options' (30 credits) as part of the 60-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 and the Manchester Institute of Education. Students should discuss their choice with the MAIC programme director, and also ask permission from the lecturer in charge of the course unit.

Further information on SALC and Education course units can be obtained from:

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

Any updates to the programme will be posted on the School Student Intranet:

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

Recommended Free Options (students may do a maximum of two free options)

ELAN71011	Topics in International Diplomacy	
Semester 1	Optional	15 credits
Tutor	Ms Kirsten Coope	
Synopsis	<p>This unit will introduce some key topics in international diplomacy. Students will enhance their understanding of key topic areas such as international law, trade or foreign policy that students are likely to encounter when working in international organisations. The aim is to equip students with a broad understanding of current international affairs – a basis that they can then build on as appropriate to enable them to handle the potentially technical nature of the documents they may encounter.</p> <p>By the end of this course students will be able to:</p> <ul style="list-style-type: none"> • understand the importance of topic-specific background research in the context of conference interpreting, translation or intercultural communication. • demonstrate knowledge of key aspects of international law, economics and policy relevant to international institutions and conferences. • prepare more effectively for professional assignments, by drawing on a basic knowledge of international affairs. 	
Teaching	<p>Students will attend weekly 1.5-hour sessions. The lectures will serve as a foundation for independent study, for which students will be provided with a core reading list, available on Blackboard. In order to prepare for assignments, students will be expected to identify further sources of information, for example, by following up references that appear relevant to their chosen essay questions, and by using the online resources provided by international organisations.</p>	
Assessment	<ul style="list-style-type: none"> • Assignment 1 (30%): a 1000 words essay, not including references, to be submitted on Friday 6th November 2015. • Assignment 2 (70%): a 3000 words essay, not including references, to be submitted on Friday 8th January 2016. 	

ELAN 60101	Translation and Interpreting Studies I	
15 credits	Semester 1	Pre-requisite for 'Translating for International Organizations' (sem. 2)
Tutor	Dr Anna Strowe	
Synopsis	<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"> ▪ linguistic approaches ▪ systems approaches ▪ sociological approaches ▪ feminist approaches ▪ postcolonial approaches. <p>A full course unit outline will be provided in class at the beginning of the semester.</p>	

Teaching	This unit will be taught through 11 x 80-minute weekly seminars in Semester 1. Seminars will be interactive, with students expected to come to class prepared to discuss questions on the curriculum contents listed above based on readings assigned by the tutor.
Assessment	<ul style="list-style-type: none"> ▪ Assignment 1 (Mock Essay): Optional. One essay of 1,000 words on a prescribed topic to be submitted 9 November 2015 ▪ Assignment 2 (100%): One essay of 3,000 words to be submitted 25 January 2016

ELAN 60632		Translating for International Organizations	
15 credits	Semester 2	Students must do 'Translating & Interpreting Studies I' (sem. 1) as a pre-requisite	Practice-oriented Available in all language combinations
Tutor	Dr Siobhan Brownlie		
Synopsis	<p>This course unit will introduce students to the specific context and practices of translating for international organisations (IO). The focus will be on the European Union (EU) and the United Nations (UN). The course unit will cover the following topics:</p> <ul style="list-style-type: none"> ▪ EU and UN contexts and language policies ▪ translation of legislative texts and non-legislative texts ▪ varied tasks required of IO translators e.g. précis writing, web translation ▪ tools and guidelines for IO translators ▪ translation difficulties: genre-related, terminological, subject matter ▪ the impact of institutional standardization ▪ academic research in the field of IO translation ▪ careers as a translator for an IO <p>Please note that this course unit is particularly aimed at students working with languages which enjoy official status in the European Union and the United Nations.</p>		
Teaching	<p>This course unit will be delivered through a combination of 11 x 75-minute weekly seminars and 4 x 50-minute fortnightly language-specific tutorials.</p> <p>Seminars will be interactive, with students expected to come to class prepared to discuss questions on the curriculum contents listed above based on work assigned by the tutor.</p> <p>Language-specific tutorials are designed for students to obtain advice and guidance from a language specialist on the practical translation work they will be working on throughout the semester. Tutorials are offered for all language combinations represented in the group. Overall, this course unit will provide students with regular, guided practice in researching, analysing and translating the types of texts outlined in the synopsis above.</p>		

Assessment	<ul style="list-style-type: none"> ▪ Assignment 1 (10%): Journal entries on class work, as assigned; due during the semester. ▪ Assignment 2 (40%): Translation of a text for an international organization, accompanied by an introduction (2,000 words) to be submitted 11 March 2016 ▪ Assignment 3 (50%): A textual analysis (1,500 words), to be submitted 13 May 2016 <p>Students will also complete two translations accompanied by brief reports as a prerequisite for the second assessed coursework.</p>
-------------------	--

LELA20942	Interactional Pragmatics	
Semester 2	Optional	15 credits
Tutor	Professor Maj-Britt Mosegaard Hansen	
Synopsis	This course unit focuses on conversation analysis and politeness theory applied both to monolingual and intercultural settings. The aims of the course unit are to enable participants to analyze and interpret the use of language in spontaneous spoken interaction including the analysis of conversational structures, to enable participants to identify and analyze different strategies of politeness used in interaction, and to familiarise participants with a range of contemporary theoretical and methodological approaches to verbal interaction in the oral channel. Participants will be sensitized to both similarities and differences in communicative practices in different speech communities.	
Teaching	Weekly lectures, and tutorials will address topics, issues, methodologies and approaches. Students will be asked to deliver short (15-min.) oral presentations on topics to be assigned by the tutor, and will regularly be involved in class discussions.	
Assessment	<ul style="list-style-type: none"> ▪ Assignment 1 (25%): Oral Presentation ▪ Assignment 2 (75%): One essay of 3,000 words 	

EDUC70322	International Perspectives on Equity and Diversity in Education	
Semester 2	Optional	15 credits
Tutor	Dr Susie Miles	
Synopsis	The Equity and Diversity course unit will introduce the following content areas: <ul style="list-style-type: none"> • The role of education in international development; • International frameworks for promoting Education for All; • Disability, 'special educational needs' and inclusion; • Intersectionality (poverty, gender, disability, language, class, race, ethnicity, sexuality) and social and educational exclusion; • Pedagogy, curriculum and democracy in post-conflict situations. 	
Teaching	Up to 10 x 2 hour lectures/seminars supported by individual or group tutorials	
Assessment	<ul style="list-style-type: none"> ▪ Assignment (100%): one essay of 3,000 words 	

