

TITLE	Multicultural and Intercultural Communication
SI MODULE CODE	77-5592-00S
CREDITS	20
LEVEL	5
JACS CODE	Q310
SUBJECT GROUP	English
DEPARTMENT	Humanities
MODULE LEADER	Karen Grainger

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	Placement (if applicable)	Independent Guided Study	Total Number of Study Hours
36		164	200

MODULE AIM

To develop students' understanding and knowledge of multicultural societies and intercultural interactions from a variety of multidisciplinary perspectives.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to

- demonstrate a critical understanding of the different theoretical approaches to the study of multiculturalism and intercultural communication;
- demonstrate an understanding of key areas in the field from the perspectives of sociolinguistics, social psychology and cultural studies;
- provide an in-depth and analytical account of intercultural communication in a particular applied area.

INDICATIVE CONTENT

Defining culture

Cross-cultural differences

The relationship between language, communication and culture

Theories of interpersonal communication between cultures

Bilingual and multilingual communities

Minority and majority languages

Bilingual language use and bilingual education

Language and youth culture

Intercultural pragmatics and politeness

Intercultural communication in professional contexts.

LEARNING AND TEACHING METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways

The overall strategy is to foster critical engagement with theoretical and applied issues in multicultural and intercultural communication.

Specifically, there will be:

- Weekly lectures during which key theoretical principles will be introduced and developed using examples of multicultural and intercultural communication in a variety of contexts.
- Some seminar time will be set aside for individual and group advice on the assessment.
- Weekly seminars during which there will be the opportunity for students to:
 - explore and discuss concepts introduced in lectures, using case studies and sample analyses of language in use
 - practise analytical techniques using data samples that are provided by the students and the tutor.
 - present their research on a particular topic and stimulate discussion with their class-mates (student-led mini tutorials).

ASSESSMENT STRATEGY AND TASK INFORMATION

Students will select an essay topic from a range of topics provided by the tutor. They will prepare two pieces of assessed work that relate to this question:

(1) a student-led tutorial in which they will present their research to the rest of class, taking care to raise questions for the class to discuss. This will be assessed by the tutor for understanding, critical analysis and presentation skills. The tutor and students will provide feedback on the tutorial, which will feed into the second, more heavily weighted, part of the assessment:

(2) a standard written essay answer to the question. This essay will be assessed by the tutor and forms the greater part of the overall module mark.

Students work will be judged on:

- ability to define and illustrate key theoretical concepts and issues
 - critical discussion of theories of the relationship between language and culture
 - critical evaluation of theories of intercultural communication
 - analytical understanding of the intercultural communication issues in specific contexts
- These tasks are designed to encourage students to engage thoughtfully and critically with the issues and concepts covered in the module and to be able to develop their research, critical thinking and communication skills.

ASSESSMENT TASK INFORMATION

Task No.*	Short Description of Task	SI Code EX/CW/PR	Task Weighting %	Word Count or Exam Duration**	In-module retrieval available
1	Presentation	CW	25	15 minutes (in class time)	N
2	Essay	CW	75	2,500	N

FEEDBACK

Students will receive feedback on their performance in the following ways

Written and oral feedback (including a mark) on their tutorial presentation.

Oral feedback during seminars.

Responses to e-mail enquiries and requests for feedback.

Formal written feedback (including a mark) on final essay.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

- Students will be given access to key readings and audio-visual material using Resource Lists On-line. An indicative reading list is below:

Bowe, H. and Martin, K. (2007) *Communication Across Cultures*. CUP.

Spencer-Oatey, H. (2009) *H. Intercultural Interaction: a multidisciplinary approach to intercultural communication*

Spencer-Oatey, H. (2008) *Culturally Speaking*

Hua, Z. (2011) *The Language and Intercultural Communication Reader*. Routledge.

Harris and Rampton (2003) *The Language, ethnicity and race reader*.

Mesthrie et al (2000) *Sociolinguistics*

- Lecture and seminar materials will be made available on the module blackboard site.
- Supplementary materials will be made available on the blackboard site.

SECTION 2 MODULE INFORMATION FOR STAFF ONLY

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	Y
EXISTING MODULE - NO CHANGE	N
Title Change	Y / N
Level Change	Y / N
Credit Change	Y / N
Assessment Pattern Change	Y / N
Change to Delivery Pattern	Y / N
Date the changes (or new module) will be implemented	01/2016

MODULE DELIVERY PATTERN - Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.

	Module Begins	Module Ends
Course Intake 1	01/2016	05/2016

Is timetabled contact time required for this module?	Y
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Are any staff teaching on this module non-SHU employees?	N
If yes, please give details of the employer institution(s) below	

What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	
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MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked	
*Overall PERCENTAGE Mark of 40%	Y
*Overall PASS / FAIL Grade	Y / N

SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?	N
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FINAL TASK

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)	Task No. 2
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NON-STANDARD ASSESSMENT PATTERNS

MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg ALL TASKS MUST BE PASSED AT 40%. NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.	
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REVISIONS

July 2017	Operational change approved by Humanities Departmental Board 21/06/17
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