PGCerts and PGDips in Intercultural Communication
Student Handbook 2016/17
2016/2017 Term Dates

**Autumn Term**

Monday 3 October 2016-Friday 16 December 2016
Lectures will begin week beginning 10 October 2016

*Reading week will take place in the week beginning 7 November 2016. There are normally no classes during reading week.*

Christmas Closure: College will close at 6pm on 22 December, and normal services will resume from 9am on 3 January 2017.

**Spring Term**

Monday 9 January 2017-Friday 24 March 2017
Lectures will begin week beginning 9 January 2017

*Reading week will take place in the week beginning 13 February 2017. There are normally no classes during reading week.*

Easter Closure: College will close at 6pm on 12 April, and normal services will resume from 9am on 19 April.

**Summer Term**

Monday 24 April 2017-Friday 7 July 2017
Lectures will begin week beginning 24 April 2017
### Who's Who in the Department of Applied Linguistics and Communication

<table>
<thead>
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<th>Responsibilities</th>
<th>Contact Information</th>
</tr>
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</tbody>
</table>

The Administration Office is normally open between 10am and 6pm, Monday to Friday and is based at:

26 Russell Square  
Room G31  
London WC1B 5DQ

If you are planning to visit, please call in advance to check whether the staff member you wish to see will be available to meet you. If you are contacting us by email, please include your student number where possible, and email us from your registered address. Maps can be found by visiting [www.bbk.ac.uk/maps](http://www.bbk.ac.uk/maps).
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1. Programme Overview

1.1 Course Aims and Objectives

The PG Certificate and PG Diploma courses in Intercultural Communication, Intercultural Communication Training and Intercultural Communication Research offer you an opportunity to raise your cross-cultural awareness and enhance your intercultural communicative competence in international business settings, to reflect on your own culture and language use, and to develop the professional and business communication skills necessary to advance your career in the international business world.

Based on our MA Intercultural Communication for Business and Professions programme, these courses focus on intercultural communication skills, including written, oral and interpersonal skills. These courses are specially designed for:
- Intercultural trainers, coaches and consultants interested in enhancing their existing knowledge and experience.
- Professionals working in fields such as communication, public relations, human resources, management and business consulting who want to expand their global perspective and increase intercultural effectiveness.

The programme benefits from a combination of knowledge-based and skills-oriented training, world-class experts in intercultural communication, Birkbeck’s flexible and student-friendly support, and London’s position as an international multicultural and multilingual city.

Upon completion of these courses, students may choose to continue to complete the MA Intercultural Communication for Business and Professions.

1.2 Degree Structure

PGCert

You will take two core modules (each worth 30 credits) over one academic year, on a part-time basis.

These modules are compulsory and you will be expected to attend lectures for both modules, in each case for 1.5 hour sessions per week.

You can choose one of the below three pathways. (If you think that you may later like to progress onto the MA, you may want to consider taking the PG Certificate – Intercultural Communication Research pathway. Whilst you may also progress onto the MA via the other pathways, only the PG Certificate – Intercultural Communication Research pathway will allow you the opportunity to take the MA Dissertation. You may consider the Dissertation an important element if you are considering progressing onto a PhD).
PG Certificate – Intercultural Communication Pathway (60 credits)
- Any two of the following modules:
  - Introduction to Intercultural Communication in Business Contexts
  - Language, Culture and Communication
  - International Management Communication
  - Marketing Communication: A Global Perspective

PG Certificate – Intercultural Communication Training Pathway (60 credits)
- Any two of the following modules:
  - Introduction to Intercultural Communication in Business Contexts
  - Language, Culture and Communication
  - International Management Communication
  - Marketing Communication: A Global Perspective
- Plus a one-day compulsory workshop on Intercultural Communication Training & Coaching Skills (no credit bearing)

PG Certificate – Intercultural Communication Research Pathway (60 credits)
- The two core modules:
  - Research Methods and Design
  - Introduction to Intercultural Communication in Business Contexts; OR Language, Culture and Communication
- Plus a one-day compulsory workshop on Empirical Research Skills Training (no credit bearing)

PGDip

You will take four modules (each worth 30 credits). You will take two core modules and two option modules (one option module and an Independent Research Project if you are taking the Intercultural Communication Research pathway).

If you are a full-time student you will study this over one academic year. If you are a part-time student you will study this over two academic years. Part-time students must take both the core modules in their first year.

You can choose one of the below pathways. If you think that you may later like to progress onto the MA, you may want to consider taking the PG Diploma – Intercultural Communication Research pathway. Whilst you may also progress onto the MA via the other pathways, only the PG Diploma – Intercultural Communication Research pathway will allow you the opportunity to take the MA Dissertation. You may consider the Dissertation an important element if you are considering progressing onto a PhD.
PG Diploma - Intercultural Communication (120 credits):
- Any two of the following modules:
  - Introduction to Intercultural Communication in Business Contexts
  - Language, Culture and Communication
  - International Management Communication
  - Marketing Communication: A Global Perspective
- Two option modules

PG Diploma – Intercultural Communication Training (120 credits):
- Any two of the following modules:
  - Introduction to Intercultural Communication in Business Contexts
  - Language, Culture and Communication
  - International Management Communication
  - Marketing Communication: A Global Perspective
- Two option modules
- One-day compulsory workshop on ICC Training & Coaching Skills (no credit)

PG Diploma – Intercultural Communication Research (120 credits):
- The two core modules:
  - Research Methods and Design
  - Introduction to Intercultural Communication in Business Contexts; OR
    Language, Culture and Communication
- One option module (30 credits)
- One Independent Research Project (30 credits). (This is a core module)
- One-day compulsory workshop on Empirical Research Skills Training (no credit)

Option Modules

If your pathway includes option modules, you will be able to choose from the list of available modules detailed in section 2 of this handbook. When choosing your option modules, you are recommended to take no more than 3 modules per term, so please refer to the timetable in section 1.4 when making your module choices.

Indicative list of Option Modules:
- Introduction to Intercultural Communication in Business Contexts
- International Management Communication
- Marketing Communication: A Global Perspective
- Sociolinguistics
- Linguistic Description and Corpus Applications
- Second and Additional Language Acquisition
- Language Teaching and Learning in Multilingual and Multicultural Contexts
- Introduction to Applied Linguistics
- Language, Culture and Communication
- Bilingualism
1.3 Transfer to MA

Completing PG Diploma and PG Certificate students may be able to transfer to the second year (part-time) of the MA Intercultural Communication for Business and Professions programme, which require you to complete a further 120 credits for PGCert students or a further 60 credits for PGDip students.

You would need to ensure that in total you had completed the following credits in order to be awarded an MA Intercultural Communication for Business and Professions:

- Research Methods and Design
- One of the following core modules: Introduction to Intercultural Communication in Business Contexts or International Management Communication
- Two option modules
- And either a Dissertation or a further option module and an Independent Literature Review.

Further details about the requirements of the MA programme can be obtained by requesting a copy of the handbook from the Administrator.

If you think that you may later like to progress onto the MA, you may want to consider taking the Intercultural Communication Research pathway. Whilst you may also progress onto the MA via the other pathways, only the Intercultural Communication Research pathway will allow you the opportunity to take the MA Dissertation. You may consider the Dissertation an important element if you are considering progressing onto a PhD.

You should make an online application no later than August during the year in which you will complete your MA. You should not wait for all of your provisional marks to be returned as this will delay the process.

1.4 Timetable

The next page details the provisional timetable for the modules running during the 2016/17 academic year. Please note that the timetable is subject to change and can be altered at short notice where unforeseen circumstances arise.

A week before you start the programme you will be able to view your individual timetable by accessing your MyBirkbeck Profile. Here you will find out dates your classes are running and where they are located. You should make sure that you check your individual timetable every week to check if venues have changed or if classes are cancelled due to unforeseen circumstances.

Please be advised that the Postgraduate Research Seminars are primarily for MPhil/PhD and Integrated PhD students to present their research, however, MA, PGCert and PGDip students are welcome to attend out of their own interest. Please see section 6.13 for further details. The schedule for the seminars will be sent to all students during November.
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<tr>
<th>TIME</th>
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<th>WEDS</th>
<th>THURS</th>
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<tr>
<td>6.00-7.30pm</td>
<td>Research Methods &amp; Design</td>
<td>Postgraduate Research Seminars (Alternate Weeks)*</td>
<td>Language, Culture and Communication (TBC)</td>
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<td></td>
<td>(Marjorie Lorch)</td>
<td>(Jean-Marc Dewaele)</td>
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<td>7.30-9.00pm</td>
<td>Introduction to Applied Linguistics</td>
<td>Language Teaching and Learning in Multilingual and Multicultural Contexts (Bojana Petric)</td>
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<td>(Team Taught)</td>
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<td></td>
<td>Introduction to Intercultural Communication in Business Contexts (Robert Johnson)</td>
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<td>TERM 2</td>
<td>6.00-7.30pm</td>
<td>Sociolinguistics (Lisa Atalianis)</td>
<td>Second Language Acquisition (Kazuya Saito)</td>
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<td>Marketing Communication: A Global Perspective (Isabel Da Silva)</td>
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<tr>
<td>7.30-9.00pm</td>
<td>International Management Communication</td>
<td>Linguistic Description and Corpus Application (Bojana Petric / Kazuya Saito / Rachelle Vessey)</td>
<td>Bilingualism (Jean-Marc Dewaele)</td>
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<td>(Barbara Gibson)</td>
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<tr>
<td>TERM 3</td>
<td>6.00-7.30pm</td>
<td>Postgraduate Research Seminars (Alternate Weeks)*</td>
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<td>(Jean-Marc Dewaele)</td>
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Please be advised that reading week takes place in week 6 of the autumn and spring terms; week beginning 7 November 2016 and the week beginning 13 February 2017. Unless informed otherwise, there will not be any lectures during reading week.

- **Term 1**: Your lectures will begin during the second week of term until the end of term.
- **Term 2**: Your lectures will begin during the first week of term until the end of term.
- **Term 3**: Unless informed otherwise, there will not be any lectures for any modules during the third term, unless you are taking the Intercultural Communication Training pathway. Students on this pathway must take the Intercultural Communication Training & Coaching Skills workshop.

**One Day Intercultural Communication Training and Coaching Skills Workshop**
For those students on the Training pathway. This workshop is due to be held on the 6th May 2017. Location and times will be provided in advance of the workshop. Please see section 4 for more details.
One Day Empirical Research Skills Training Workshop
For those students on the Research pathway. This workshop is due to be held on the 3rd March 2017. Location and times will be provided in advance of the workshop. Please see section 4 for more details.

College term dates are provided at the beginning of this handbook.

1.5 Attendance

Please note that attendance is compulsory throughout the programme. You should attend at least 75% of a module in order to complete it. If you miss three consecutive lessons without having explained your absence then it will be assumed that you have withdrawn from that module.

However, it is recognised that many students have heavy work and personal commitments that may prevent them from attending class on a particular evening. The Department is committed to enabling you to engage with and complete your course.

If you expect to be absent from lessons you should inform your Administrator and your Lecturer who will discuss with you arrangements for catching up on classes you will miss. If you expect to be absent from lessons for a week or more you should also inform your Personal Tutor and the Administrator. Please refer to section 3.4 for information on assignment deadlines and mitigating circumstances.

If you are not attending classes and it appears that you are not actively engaged on the course then the Administrator will contact you to discuss this further. In accordance with the terms and conditions of your enrolment, if, after three attempts to make contact with you, you do not reply to the Administrator to discuss your studies then it may be assumed that you do not wish to continue on the programme and your registration will be withdrawn.

Registers
It is important that you attend classes and make sure that you are marked present in each class by touching your Birkbeck student ID card on the eRegister card reader, which is located in most Birkbeck teaching rooms. eRegisters are Birkbeck’s electronic class register system. You mark yourself present during each lecture by tapping your card against the electronic card reader, which will beep to confirm that your card has been read. You can do this anytime from 15 minutes before the start of class until the end of class. If a card reader is not available then a paper copy register will be passed around during class. You must ensure that this is signed otherwise you will be marked as absent.
1.6 Attendance and Change of Circumstances for Overseas Students

Overseas students must seek approval via the Administrator in advance of their intention to:

- withdraw from a programme
- return to their country of origin (either temporarily or permanently)
- take a holiday

You are advised not to make travel arrangements until you have obtained the required approval via the administrator.

The Administrator will then ensure that the Registry is notified without delay. Records will be kept of all approved holidays and breaks and you must ensure that you notify your administrator on your return so you can be checked back in.

Students must report any permanent withdrawal from a programme, which Birkbeck will then report to the UKVI (UK Visas and Immigration) immediately.

Any intention or approval to change programme or study period must be reported to the Administrator who will then inform the Registry immediately.

You are expected to attend all lectures for the modules you are enrolled on in order to comply with the requirements of your visa. If you are unable to attend a lecture then you must inform the Administrator immediately.

During the summer term your assignment submissions will be used as a contact point for monitoring your attendance. Please note that if you do not submit your assignment or an accepted claim for Mitigating Circumstances, you will be reported as absent which may have a negative effect on your Visa.

Failure to comply could lead to your visa being revoked.

1.7 Communication with Staff

Emails
Email is the best way to communicate with staff. It is reliable and fast and staff are able to check emails outside normal working hours.

It is your responsibility to check your emails regularly for up-to-date information on the programme. Please ensure that you have marked our bbk.ac.uk emails as ‘safe’ to ensure that they are not directed to your spam folder. You may request your own Birkbeck email address online via your ‘MyBirkbeck Profile’. You can find this page via the student intranet: www.bbk.ac.uk/mybirkbeck

Mail and messages
Messages for staff can be given to the Administrator, who will pass this on to the lecturer concerned.
Notice of change of contact address
You must notify the Administrator or Registry in writing immediately of any change of address, telephone number, email address or other circumstances concerning your course. You should also update your contact information online via your ‘MyBirkbeck Profile’.

1.8 Withdrawal, Break in Studies and Change in Mode of Study

If you are considering withdrawing or taking a break in your studies then you should discuss the matter in the first instance with your Personal Tutor and, once you have made an informed decision, request this change via your MyBirkbeck student profile, so that this can be processed by the department. If you elect to take a break in studies you can do so at any point during the academic year, and would normally be expected to return in October or at the beginning of the agreed term. It is to be noted that if you take a break in studies at any time during the academic year, any modules you have not completed will need to be resat upon your return.

Whilst it may be the right decision, academically, to take a break, you are advised that you will join a new cohort of students the following year and that there may be fee implications arising from your break. There may also be changes in government legislation the following academic year that may affect any financial support you are receiving from Student Finance England.

If you are considering changing your mode of study, for example from part-time to full-time, then you should contact your Administrator in the first instance. You are advised that if you reduce or increase your module intensity then this may have an impact on any financial support you are receiving, whether this be in the form of a grant or loan. There may also be fee implications if you change your mode of study from full-time to part-time or vice versa part way through the year.

Occasionally, students are registered as ‘Exam-Only’. This usually means that assignments for a module(s) have been deferred to a date within the following academic year as a result of a successful claim for mitigating circumstances. If you are registered as an exam only student this usually means that you do not have any attendance requirements and are just registered for the year for the purposes of submitting a deferred assignment or re-sitting an exam. You will continue to have access to College services, for example the library.

It is important to note that if you are an international student on a tier 4 visa then it is not usual for your visa to be sponsored during this period as you are not required to attend the College.
2. Modules

Modules Available In 2016/17*

*Module topics, reading lists and assessment are indicative and may be subject to change.

2.1 Research Methods and Design

Lecturer: Professor Marjorie Lorch

This module aims to provide training in the principles and practice of research methods and design in applied linguistics and communication. We aim to help you develop information skills to access the research literature; develop critical skills to evaluate the research design and methodology employed in current research in applied linguistics and communication; provide the knowledge of particular types of research design and methodology; appreciate the rationale for and implications of particular methodological choices. The aim is to equip you with the tools to critically address the current research literature by providing a deeper knowledge of how research is carried out and the consequences of methodological design choices on research hypotheses, predictions and interpretation of results.

This course will develop core research skills and specific research abilities:

- Library and e-library database searching, use of keywords and abstracts, bibliography construction, record keeping;
- Attribution of ideas, quoting and paraphrasing, referencing sources;
- Critical skills for reading, interpreting, analysing and evaluating research literature;
- Synthesizing ideas and integrating evidence across the research domain;
- Formulation of research questions, implication of the selection of method and design, presentation of findings and interpretation of evidence, argumentation;
- The inter-relationship between theory, method and research design, knowledge of the subject base and methodological foundations.

Topics covered include:

- Aims and objectives of research
- Critical thinking and argumentation
- Research tools for information retrieval
- Research method and design techniques
- Qualitative and quantitative techniques for analysing evidence

Recommended Texts:


Further Reading:

Assessment:
This module is assessed by a structured essay of 3,500-4,000 words which presents a critical reading of research literature.

You are required to carry out independent reading throughout the term, to contribute to classroom exercises and prepare for discussions.

Assessment deadline:
13 January 2017, 11.59pm

2.2 Introduction to Applied Linguistics

Lecturer: Dr Lisa McEntee-Atalianis

This module introduces some of the major areas of research in Applied Linguistics and will help you choose your options and make an informed choice for your Research project. The course aims to develop your understanding of the theoretical, methodological and epistemological diversity in the field as well as the key issues in current Applied Linguistic research. It is team-taught, drawing on the expertise of staff in different fields of study.

This module is a core module for the MA Applied Linguistics and Communication programme, however, if you are on a different programme you are able to take this as an option module.

Topics may include (this may be subject to change):
- Introduction to Applied Linguistics
- First Language Acquisition
- Second & Additional Language Acquisition
- Instructed Second Language Acquisition
- Language Assessment
- Language and Gender
- Language, Identity & Power
- Language in Interaction
- Language Impairment and Loss

Required Text:
Recommended texts:


Assessment:

One essay of 3,500-4,000 words.

Assessment deadline:

13 January 2017, 11.59pm

### 2.3 Introduction to Intercultural Communication in Business Contexts

*Module Convenor: Professor Zhu Hua

*Guest Lecturer: Robert Johnson*

The module will provide an overview of key theories in cross-cultural management and intercultural communication and will look at how these theories manifest themselves in the 'real world' of international business. After presenting several frameworks describing cultural factors in business and considering how cultural differences can shape our behaviour and influence interaction between members of different cultures, practical ways of managing diversity will be identified and practised. The course will be taught through a combination of tutor input, discussion of major issues, student presentations and group work.

**Topics covered include:**

- The impact of culture on business
- Communication in the multicultural workplace
- Organisational culture
- Taxonomies of cultural values
- Critical evaluation of the values approach to culture
- Meetings, negotiation and conflict across cultures
- Working in international (and virtual) teams
- Intercultural competence in the workplace

**Set texts (to be purchased by students):**


**Recommended texts (full list available at the beginning of the course):**


**Assessment:**
A group presentation and a 2,500-3,000 word essay.

**Assessment deadline:**
13 January 2017, 11.59pm

### 2.4 Language, Culture and Communication

**Lecturer: TBC**

This module aims to provide you with an introduction to key issues, concepts and multidisciplinary methods employed in the study of language and (intercultural) communication. Its focus is on the role of language in intercultural encounters in different contexts such as classroom, workplace, diasporic communities, travel and study abroad.

**Topics covered include:**
- Language, Culture & Communication: An introduction
- Culture-specific ways of communication
- Multicultural classroom
- Living with differences
- The workplace
- Business
- Travel and study abroad
- Developing Intercultural Communication Competence and symbolic competence
- Language, identity and interculturality

**Recommended texts:**

Assessment:
One essay of 3,500-4,000 words.

Assessment deadline:
13 January 2017, 11.59pm

2.5 Bilingualism

Lecturer: Professor Jean-Marc Dewaele

This module introduces research on bilingual and multilingual individuals, from childhood to adulthood, dealing with linguistic, social, cultural and psychological issues. Special attention will be given to the issue of acculturation and hybridity.

Topics typically covered include:
- Code-switching,
- Acculturation and hybridity,
- Multicultural identities,
- Communication and recognition of emotion in multiple languages,
- Trilingual First Language Acquisition
- Immigration and multicultural personality
- Multi-competence: the non-linguistic consequences of multilingualism

Recommended texts:

Assessment:
One essay of 3,500-4,000 words.

Assessment deadline:
28 April 2017, 11.59pm

2.6 International Management Communication

Lecturer: Dr Barbara Gibson

This course is designed to develop your understanding of the basic concepts, models and theories of international management communications and to develop the strategic communication skills needed to successfully manage and lead global organisations. You will develop substantial knowledge of the role of communication in the success of an organisation and various communication channels as well as your own intercultural communication competence. You will gain an increased awareness of the cultural implications related to management and organizational communication.
Topics covered include:

- Communication Strategy
- Corporate Communication
- Public Relations
- Investor Relations/Financial Communication
- Employee Communication
- Change Communication
- Leadership and Management Communication
- Corporate Social Responsibility & Community Relations
- The Use of Social Media
- Intercultural and Diversity Challenges
- Communication Ethics

Recommended texts:


Assessment:

5 weekly scenario-based written assignments (up to 400 words each) and an individual assignment of 2,500 words.

Assessment deadline:

28 April 2017, 11.59pm

2.7 **Language Teaching and Learning in a Multilingual and Multicultural Contexts**

**Lecturer: Dr Bojana Petric**

The module aims to provide you with an overview of current issues in second/foreign language teaching, particularly with reference to the teaching of English to speakers of other languages (TESOL). The module will enable you to develop a critical understanding of key theoretical, methodological and practical issues in language teaching, and to assess their relevance for language pedagogy in their own contexts.

This module is a core module for the MA TESOL and MA Language Teaching programmes, however, if you are on a different programme you are able to take this as an option module if you have professional experience in language teaching.
Topics covered include:

- Contexts of language teaching
- Approaches and methods in language teaching / The post-method era
- Trends in current language teaching methodology: Task-based and content based language teaching
- The teaching of English as an international language / English as a Lingua Franca
- The language teaching curriculum (language systems and skills)
- Language teaching resources and materials
- Teaching language for specific purposes
- Assessment and testing in language teaching
- Language programme evaluation

Set text (to be purchased by students):


Recommended texts:


Apart from these texts, specific readings, including articles from journals in the eLibrary, will be set for each session.

Assessment:
An essay (3,500-4,000 words).

Assessment deadline:
13 January 2017, 11.59pm

2.8 Linguistic Description and Corpus Applications

Module Convenor: Dr Bojana Petric
Tutors: Dr Bojana Petric, Dr Kazuya Saito, Dr Rachelle Vessey

This module will equip students with key linguistic and corpus linguistics concepts and terms necessary for describing language in the areas of second language acquisition, language teaching, and media language. It will introduce them to a range of corpus tools (e.g., LexicalTutor, CohMetrix) and speech analysis software (e.g., Praat), and provide them with an opportunity to practice using them for data analysis tasks. The module will enable students to provide accurate language descriptions for research and teaching.
Most sessions will be held in a computer lab. Previous knowledge of corpus tools is not necessary.

**Topics covered include:**
- Introduction (standard and non-standard language, written and spoken language; corpus linguistics, corpora)
- Analyzing second language vocabulary
- Analyzing second language pronunciation
- Investigating learner writing
- Investigating classroom discourse
- Language description and teaching materials
- Spoken and written language and the media (news media, social media)

**Recommended texts:**
- Readings will be recommended for each topic in class.

**Assessment:**
A small-scale research project (3,500-4,000 words)

**Assessment deadline:**
28 April 2017, 11.59pm

### 2.9 Marketing Communications: A Global Perspective

**Module Convenor:** Professor Zhu Hua  
**Guest Lecturer:** Isabel da Silva

Integrated marketing communications make a major contribution to national, international and global economies.

This module will challenge students to think critically about current academic integrated marketing communications theory and contemporary practices in a global and digital context. It will give students the ability to use each of the marketing communications instruments more strategically and more effectively.

Critical examination of business models such as Amazon, eBay and Burberry will provide real life insights into marketing in the 21st century.

**Topics covered include:**
- The key challenges of international marketing communications
- Advertising, Media Characteristics, Media planning
- Publicity and public relations
- Events and sponsorship
- Promotional tools including direct marketing, personal selling and sales promotion
- Using Internet technology: scope, applications and websites
- Digital, experiential and interactive marketing
Set Text:
- Clow, K, Baack, D, (2016), Integrated Advertising, Promotion and Marketing Communications, 7/E, Pearson Higher Education (for those who prefer more examples)

Further Reading:

Assessment:
One essay of 3,500-4,000 words.

Assessment deadline:
28 April 2017, 11.59pm

2.10 Second Language Acquisition

Lecturer: Dr. Kazuya Saito

The study of second language acquisition (SLA) is concerned with how child and adult second language learners develop phonological, lexical, and grammatical aspects of language in naturalistic and classroom settings. In this module, we will consider a number of interesting theoretical debates and up-to-date research findings on the processes, developmental patterns and factors underlying SLA. The ultimate goal of this module is to prepare the students to develop, evaluate and refine their own research programs in light of this understanding.

Topics covered include:
- First language acquisition (Is language acquisition ability innate?)
- Theories of SLA (e.g., Linguistics vs. Psychology approaches)
- Individual differences in SLA (Which variables, such as learner age, aptitude, and motivation predict successful learning outcomes?)
- Ultimate attainment and nativelikeness in SLA (How far can humans master a second language?)
- Instructed SLA (What is an optimal way to teach second language in classroom settings?)
- Second language pronunciation and vocabulary learning (How to measure and improve second language vocabulary/pronunciation performance?)

Recommended texts:

Assessment:
Interviewing and analysing a second language learner (3,500-4,000 words)

Assessment deadline:
28 April 2017, 11.59pm

2.11 Sociolinguistics

Lecturer: Professor Penelope Gardner-Chloros

This module familiarises you with the basic concepts and topics of Sociolinguistics, covering such topics as linguistic variation and change, speaker variables, social networks, the speech community, community of practice, ethnography of communication, language shift and death, language and gender, etc. You will also learn about some applications of sociolinguistics, e.g. language policy and planning and language revitalization. We will discuss the different methodologies used in the field, as well as current research, debates and ideas from different traditions within Sociolinguistics. An emphasis on bi/multilingual issues such as code-switching are a particular feature of this course.

Topics covered include:
- Language and society: an overview
- Linguistic variation and change: classic studies
- The speech community
- Discourse analysis, the ethnography of speaking
- Pragmatics and conversation analysis
- Language change, historical sociolinguistics and dialect formation
- Bilingual communities and the sociolinguistics of language contact
- Language and gender

Set text (to be purchased by students):
  (Make sure to get the latest (7th) edition, which is linked to a companion website)

Recommended text:

Assessment:
One essay of 3,500-4,000 words.

Assessment deadline:
28 April 2017, 11.59pm
3. Assessment

3.1 Assessment Requirements

Coursework
Work submitted for one course must not be substantially re-used for a second.

You should upload one electronic copy of your assignment to Moodle (see section 6.7 for further details).

3.2 Assessment Criteria

DISTINCTION: The work must meet most if not all of the following criteria:

70-100%
- the work shows good evidence of original treatment of a given topic: e.g. exercises independent intellectual judgment and original insight(s); approaches question or topic critically; displays a willingness to return to sources, wide reading and research
- the work is extremely well planned, written, argued, structured, showing excellent knowledge and analytical/critical ability
- the work demonstrates a high level of awareness, and mature and confident handling, of appropriate critical theories, models or approaches
- the work is based on a high level of bibliographical research and on excellent handling of primary sources; references are used appropriately
- the work must completely meet the criteria for word-length and presentation
- the work must be impeccably presented, including appropriate chapter structure, references, appendices, pagination, etc.

MERIT: The work must meet most if not all of the following criteria:

60-69%
- the work shows some evidence of original treatment of a given topic (as defined above)
- the work is generally well-planned, well-written, well-argued, well-structured, showing reasonable knowledge and analytical/critical ability
- the work demonstrates some awareness of appropriate critical theories, models or approaches
- the work is based on an appropriate level of bibliographical research and on fair handling of primary sources; footnotes or other references are used appropriately
- the work must normally conform to the recommendations concerning word-length
• the essay must be appropriately presented including appropriate chapter structure, references, appendices, pagination, etc.

PASS: The work must meet most if not all of the following criteria:

50-59%
• the work may be largely derivative or uncritical in its approach, but shows some evidence of independent thinking
• a fair piece of work, but poorly written, uneven in argument, structure, expression, in knowledge shown or analytical/critical ability, or coverage
• the work may demonstrate little awareness of appropriate critical theories, models or approaches
• the work is based on a fair level of bibliographical research but handling of primary sources may be defective; footnotes or other references may be deficient
• the work may be too long or too short or inappropriately presented in terms of structure, references, pagination, etc.

FAIL: The work fails to meet most or all of the criteria set out for a Pass:

Below 50%
• the work may show no evidence of independent thinking
• the work may be very poorly argued, written, expressed and structured, may tend to be descriptive, or show little or no relevant knowledge or analytical/critical ability
• critical apparatus and references may be deficient or absent
• handling of references and other sources may be defective
• the work may be too long or too short or very poorly presented in terms of structure, references, pagination, etc.

3.3 Submission of Assignments

You must provide one electronic copy of your assignment. Please keep one further copy of work submitted, for your own records. Work must not be submitted to any member of academic staff. Your electronic copy must be submitted via Moodle. Further guidance on how to submit an electronic copy will be sent to you at the beginning of the autumn term. No hard copies are required.

On the first page of your coursework, you must ensure that the following information is provided:

<table>
<thead>
<tr>
<th>Title of the question you are answering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word count (excluding bibliography)</td>
</tr>
<tr>
<td>Name and Student ID Number</td>
</tr>
</tbody>
</table>
When you submit your assignment electronically to Turnitin, it is important that you enter the title of the assignment question you are answering, as the title of your upload. This allows staff to allocate marking correctly.

If you can’t find the module you need to submit your assignment to or the assignment submission link, or have some other problem completing your assignment submission, please contact the administrator in the first instance. If this occurs close to the deadline you should email the department, attaching your file.

Further guidance on how to upload your assignments to Moodle can be found here: moodle.bbk.ac.uk/course/view.php?id=118

You will be informed by the Administrator when your individual feedback and provisional mark is available within Moodle. The marks only become final once they have been approved by the Sub-Board of Examiners. You can expect to receive feedback within six term-time weeks of submission of your essay. Projects will take longer to mark.

3.4 Assignment Deadlines

- Term 1 Assignments: 11:59pm, 13 January 2017
- Term 2 Assignments: 11:59pm, 28 April 2017

It is important to note that your assignment must be submitted no later than 11:59pm on the day of the deadline. If you do not adhere to this then your assignment will be considered late.

You are not permitted to email your assignment directly to the Administrator as a normal mode of submission.

Deadlines for submission of assessed work must be adhered to. Extensions to deadlines cannot be granted under any circumstances. Any late submission will be given a maximum mark of 50% or will be considered along with mitigating circumstances to receive your actual mark. If you have mitigating circumstances, such as medical, compassionate or any other major reasons, you should submit the College mitigating circumstances form, along with supporting documentary evidence, to the Administrator at the earliest possible opportunity, and at the latest 7 days after the deadline. Claims submitted later than 7 days will not be accepted without a valid reason for being late. You should let the Module Convenor know that you have done this. This will then be taken into account when the Examination Sub-Board meet for the determination of marks. The mitigating circumstances form is available from the Administrator or on the College website. Any claim for mitigating circumstances will not be final until the Sub-Board of Examiners meet, which normally takes place in November; however, your claim will be provisionally determined in February for autumn term assignments and in May for spring term assignments.

For those students who do not submit their assignment before the deadline, an absolute cut off deadline of 6 weeks after the original deadline will be given. Any
work submitted after this deadline will not be marked and will receive 0%, which will result in failure of the module.

3.5 Assignment Format

Your assignments must be word-processed and double-spaced. You must ensure that you reference correctly (please see section 3.8 for guidance on referencing). Please ensure also that you include a full reference list at the end of your essay. Footnotes should normally not be used in submitted work, either for bibliographical references or in order to make additional comments. Very occasionally a footnote may be appropriate for ‘one-off’ purposes such as providing the original version of a quotation which is presented in translation in the text. Essential supplementary material such as transcriptions and other relevant texts should be placed in an Appendix.

Please remember that your name and Student Number should be added to the top right of the first page of your essay. The title of your essay must also be included at the start of your essay.

A word-count, excluding the reference list, should be included on the first page of your essay. You must also include page numbers.

3.6 Word Limit

You must keep to the word limits given to each assignment. You are allowed to go 10% above or under the word limit. If your assignment exceeds 10% above then the marker is entitled to stop reading any further. If your assignment is more than 10% below the word limit then it is unlikely that your essay will have sufficiently answered the assignment question and you will be marked accordingly. The word-count, excluding the bibliography and any raw data, should be included on the first page of your essay.

3.7 Marking

All assignments are first and second marked. Essays are assessed using the following criteria (not in order of importance and these do not correlate with a % of the overall mark):

**Answering the question:** the extent to which the work has dealt directly and clearly with the assigned task and provided a focused answer to the particular intellectual problem posed.

**Structure:** the extent to which the work demonstrates coherent organization of the material and an overall argument that proceeds logically from introduction to conclusion.

**Conceptual clarity:** the extent to which the work has understood key terms and concepts, defined ambiguous terms, and employed them correctly.
**Critical Content:** the extent to which the work provides a lucid critical analysis of the problem that evaluates competing arguments and interpretations rather than a purely descriptive or narrative discussion.

**Literature:** the extent to which the work demonstrates familiarity with, and command of, the relevant scholarly writings on the subject (primary and secondary sources) using these in the service of an independent argument.

**Evidence and Examples:** the extent to which the work deploys apposite examples/quotations and evidence to support its claims, thereby turning unsupported assertions into critical arguments.

**Style and Presentation:** the extent to which the work makes effective and correct use of the English language and is written in a clear and scholarly style (including correct use of referencing, quotations etc. according to departmental criteria).

You can normally expect marking to be completed within 6 weeks of the deadline date (although projects will take longer), and you will be sent an email to let you know when each modules’ marks are available. Once your assignment is marked you will be able to view your individual feedback within Moodle. This will detail your provisional mark and feedback from the first marker. The second marker may comment further if deemed necessary.

Tutors cannot engage in additional discussion on assignment feedback, except in exceptional circumstances.

All marks are provisional until ratified at the Sub-Board of Examiners meeting, which normally takes place in November.

### 3.8 References

You will be expected to provide full bibliographic references for all material used as sources for your written work.

**Bibliographic databases** (such as EndNote®, Zotero and Mendeley) can help to organise notes and references. Using one of these information management tools can be very helpful when you come to write your essays if you chose an application at the outset of your reading from the start of the course. Guidance and training regarding the use of reference software and citation of references can be found on the library information module on Moodle through the library website: [http://moodle.bbk.ac.uk/mod/book/view.php?id=103070](http://moodle.bbk.ac.uk/mod/book/view.php?id=103070)

Different subject specialties and allied journals use a variety of different referencing conventions (APA, Chicago, Harvard etc). You may use any of these but whichever format you chose it must be applied comprehensively.

The most simplified and common format for referencing books, chapters and journal articles is known as author, date in Endnote. Some examples are given below. Please refer to guidance provided from the library for more details.
All material that is incorporated into your written work that is drawn from another source must be referenced. If you use direct quotations the page number(s) of the quotation should be given at the end of the quotation or after the date of the reference, e.g. (Smith, 1976, p.15) if it comes after a quotation, or Smith (1976, p.15) if the reference just precedes the quotation. Your own comments on the quotation should follow.

In the body of the text references are noted by the author's surname, followed by the date of publication in brackets, e.g. Smith (1976). The 'et al.' convention can be used when the number of authors is greater than two; this is the Latin for 'and others'. Other Latin words used include 'ibid' (the same) and 'op cit' (quoted above), which save you continually repeating the name.

Books:

Chapter in edited book:

Journal articles:

Use references which are drawn from citations in secondary sources sparingly. Always attempt to read the original source referred to. If you are referring to a secondary citation it should be clear to the reader that the primary source has not been read. In this case, where the work of one author is cited in another author's work, it is necessary to refer to the secondary source and provide both authors' names. For example:

Baetens Beardsmore (cited in Dewaele, 2007, p. 65) reported...

or

(Baetens Beardsmore, cited in Dewaele, 2007, p. 65)

In this example, only Dewaele is included in the references list. The bibliographic details for Baetens Beardsmore do not need to be included in the text or in the reference list.

Internet based materials
For internet based materials, your references should state the URL and the date when you last accessed the particular site or document. For example:

Aldersson, R.R and McEntee-Atalianis, L.J. (2007) A Lexical Comparison of Icelandic Sign Language and Danish Sign Language (online). In Birkbeck Studies

The library help desk will be able to offer advice if you have any queries on the appropriate referencing protocols.

Please note that material found on the Internet should be selected with care and should be of the same standard of academic scholarship as that found in sources provided by the library; if using Wikipedia as initial overview, the references provided there should be followed up and cited.

3.9 What is Plagiarism?

You should familiarise themselves with the particular details of what constitutes plagiarism. Materials are available on MyBirkbeck which provide resources on all aspects of good academic practice. http://www.bbk.ac.uk/mybirkbeck/services/facilities/support/plagiarism. You are strongly advised to refer to the ‘Academic Honesty and Plagiarism’ information and guidance pages which can be found via the Moodle page for your core module, or at https://moodle.bbk.ac.uk/mod/page/view.php?id=247745. You should ensure that you read these guidance pages before considering submitting your assignments. For further guidance on Moodle, please see section 4.7.

Plagiarism is the most common form of assessment offence encountered in universities, partly because of the emphasis now placed on work prepared by candidates unsupervised in their own time, but also because many students fall into it unintentionally, through ignorance of what constitutes plagiarism. Even if unintentional, it will still be considered an assessment offence. This section is intended to explain clearly what plagiarism is, and how you can avoid it. Acknowledgement is made to guidance issued by the USA Modern Language Association (MLA, 1998).

Plagiarism is the presentation of another person’s ideas as one’s own or failing to cite the source of another’s ideas. In any form, plagiarism is unacceptable in the department, as it interferes with the proper assessment of students’ academic ability.

Plagiarism has been defined as “the false assumption of authorship: the wrongful act of taking the product of another person’s mind, and presenting it as one’s own” (Lindey, 1952, p2). Therefore, using another person’s ideas or expressions or data in your writing without acknowledging the source is to plagiarise.

Borrowing others’ words, ideas or data without acknowledgement.

It is acceptable, in your work, to use the words and thoughts of another person or data that another person has gathered but the borrowed material must not appear to be your creation. This includes essays, practical and research reports written by other students including those from previous years, whether you have their permission or not. It also applies to both ‘hard-copy’ material and electronic
material, such as Internet documents. Examples include copying someone else’s form of words, or paraphrasing another’s argument, presenting someone else’s data or line of thinking.

This form of plagiarism may often be unintentional, caused by making notes from sources such as books or journals without also noting the source, and then repeating those notes in an essay without acknowledging that they are the data, words or ideas belonging to someone else. Guard against this by keeping careful notes that distinguish between your own ideas and researched material and those you obtained from others. Then acknowledge the source.

Example 1
Original source:
To work as part of a team, to be able and prepared to continue to learn throughout one’s career, and, most important, to take on board both care for the individual and the community, are essential aspects of a doctor’s role today. Greengross, Sally (1997), “What Patients want from their Doctors”, Choosing Tomorrow’s Doctors, ed. Allen I, Brown PJ, Hughes P, Policy Studies Institute, London.

Plagiarism:
The essential aspects of a doctor’s role today are to work as part of a team, be able and prepared to continue to learn throughout one’s career, and, most importantly, to take on board both care for the individual and the community.

Acceptable:
One social writer believes that the essential aspects of a doctor’s role today are to work as part of a team, be able and prepared to continue to learn throughout one’s career, and, most importantly, to take on board both care for the individual and the community (Greengross, 1997).

Example 2
Original source:
The binary shape of British higher education, until 1992, suggested a simple and misleading, dichotomy of institutions. […] Within their respective classes, universities and polytechnics were imagined to be essentially homogenous. Their actual diversity was disguised. [....] The abandonment of the binary system, whether or not it encourages future convergence, highlights the pluralism which already exists in British Higher Education. Scott, Peter (1995), The Meanings of Mass Higher Education, SRHE and Open University Press, Buckingham, p43.

Plagiarism:
Prior to the removal of the binary divide between polytechnics and universities in 1992, there was a misleading appearance of homogeneity in each sector. Now there is only one sector, the diversity of institutions is more apparent, even if convergence may be where we’re heading.

Acceptable:
Peter Scott has argued that prior to the removal of the binary divide between polytechnics and universities in 1992, there was a misleading appearance of
homogeneity in each sector. Now there is only one sector, the diversity of institutions is more apparent, even if convergence may be where we’re heading. (Scott, 1994)

In each revision, the inclusion of the author’s name acknowledges whose ideas these originally were (not the student’s) and the reference refers the reader to the full location of the work when combined with a footnote or bibliography. Note that in the second example, the argument was paraphrased – but even so, this is plagiarism of the idea without acknowledgement of whose idea this really is.

In writing any work, therefore (whether for assessment or not) you should document the source of everything that you include – not only direct quotations and paraphrases but also information and ideas. There are, of course, some common-sense exceptions to this, such as familiar proverbs, well-known quotations or common knowledge.

But you must indicate the source of any appropriated material that readers might otherwise mistake for your own. If in doubt, cite your source or sources.

**Copying material verbatim**

Another example of plagiarism is the verbatim copying of chunks of material from another source without acknowledgement even where they are accepted facts, because you are still borrowing the phrasing and the order and the idea that this is a correct and complete list. Also, you might be infringing copyright (see below).

**Re-submission of work**

Another form of plagiarism is submitting work you previously submitted for another assignment. While this is obviously not the same as representing someone else’s ideas as your own, it is a form of self-plagiarism and is another form of cheating. If you want to re-work a paper for an assignment, ask your lecturer whether this is acceptable, and acknowledge your re-working in a preface.

**Collaboration and collusion**

In collaborative work (if this is permitted by the lecturer) joint participation in research and writing does not constitute plagiarism in itself, provided that credit is given for all contributions. One way would be to state in a preface who did what; another, if roles and contributions were merged and truly shared, would be to acknowledge all concerned equally. However, where collaborative projects are allowed, it is usually a requirement that each individual’s contribution and work is distinguishable, so check with your lecturer. Usually, collusion with another candidate on assessed work (such as sharing chunks of writing or copying bits from each other) is not allowed.

**Copyright infringement**

Finally, you must guard against copyright infringement. Even if you acknowledge the source, reproducing a significant portion of any document (including material on the Internet) without permission is a breach of copyright, and a legal offence. You may summarise, paraphrase and make brief quotations (as I have done from my sources), but more than this risks infringing copyright.
References:

You will be asked to enrol onto and undertake a short online plagiarism course through Moodle. Further information will be given to you in your first *Research Methods and Design* lecture.

Please note that all assignments are checked for plagiarism through electronic detection software.

**3.10 Assessment Offence**

An assessment offence is defined as “any attempt whether successful or unsuccessful to achieve an unfair advantage in any element of assessment over other candidates participating in the assessment”. Assessment offences are categorised as plagiarism, collusion, examination offences and other offences.

It is accepted that not all cases of plagiarism are committed intentionally, and that it is not appropriate to invoke the formal processes within the *College Policy on Assessment Offences* for all cases where work submitted for assessment meets the College definition of plagiarism. Where, in the judgment of the marker, a student has committed a minor act of plagiarism for which the formal processes are not appropriate, a marker will award a mark of zero for the element of assessment in question and the student will be asked to resubmit the assignment, usually within four weeks, which will be capped at 50%.

**Stage 1: School Based Investigation**

More serious allegations of assessment offences will be heard under stage 1 of the *College Policy on Assessment Offences*. This means that the Assistant Dean of the relevant Department will nominate a Panel consisting of a minimum of two academic members of staff to consider the case. Full details regarding this policy can be found via the Registry website at [www.bbk.ac.uk/reg/regs/](http://www.bbk.ac.uk/reg/regs/).

**Stage 2: College Level Proceedings**

Where an alleged offence is considered by a Stage 1 Panel to be of such a serious nature that it would not be possible to apply an appropriate penalty under Stage 1 were the allegation to be upheld, then a written request for formal disciplinary proceedings, under the *Code of Student Discipline*, is made to the Academic Registrar. Stage 2 also applies where the student is on their final attempt at the module, and the result of failure in that module would be that the student’s programme of study would be terminated, the investigation shall be conducted under Stage 2. A College Disciplinary Panel will then review the case, which may result in the termination of the student’s registration. Full details regarding this policy can be found via the Registry website at [www.bbk.ac.uk/reg/regs/](http://www.bbk.ac.uk/reg/regs/).
3.11 Reassessment of an Assignment

If you receive a grade below 50% in an assessment you may be asked to either re-sit the whole module or resubmit the assignment for reassessment. If you are allowed to resubmit, you will be given a deadline by email by which to resubmit your coursework. You may answer the same question that you answered for your original assignment.

The mark for your reassessed piece of work is capped at 50%, except where mitigating circumstances have been accepted. This is the pass mark for postgraduate assignments.

If you receive a failing mark for an option module then you are able to decline the reassessment opportunity and take an alternative module the following academic year. If you do this, then the alternative module will count as a second attempt with the mark being capped at 50%. Please note that this usually results in a tuition fee implication.

If an overall module mark is less than 40% then re-assessment will be considered on an individual basis.

3.12 Module Failure

You are offered two attempts at passing any element of a module.

If your overall mark for a core module is less than 50%, once you have completed all the assessments for that module and any reassessments, then you will have failed that module and will normally be excluded from the programme.

3.13 Announcement of Results

The Postgraduate Boards of Examiners meet in November of each year to confirm the final marks for all pieces of coursework during that academic year. The Registry publishes the final marks on your Student Record in December. The Department are unable to disclose final marks until the Registry has released them to the students in December. This will not occur until all debts with the College have been cleared and all library books returned. Any coursework marks given to you as part of the feedback process are provisional and subject to modification by the Examiners.

If you are a finalist you will be sent a transcript of all your marks and your overall grade and classification electronically by the Examinations Office in December. You will be sent a paper transcript of your marks by post (to your contact address) usually 2-3 working weeks after your final marks have been published on your MyBirkbeck profile. Your certificate will be posted to your home address after the graduation ceremony takes place, so please ensure your address is up to date on your MyBirkbeck student profile. Any queries you have regarding your transcript and/or certificate should be sent to examinations@bbk.ac.uk. When your graduation date has been decided it will be announced on the College
website:  www.bbk.ac.uk/mybirkbeck/services/graduation/date. Postgraduate graduation ceremonies will usually take place in April. An invitation detailing the specific date and time of your graduation ceremony will be emailed to you around 6 weeks before the event. If you have any enquiries regarding the graduation ceremony that can’t be answered by this webpage, please contact events@bbk.ac.uk.

Where a finalist student’s results fall within two marks of a classification boundary, then the sub-board of examiners may use its discretion to recommend that the student’s classification be raised to the higher boundary. The sub-board may consider taking this action where:

- the student has higher marks in the second half of the programme (‘exit velocity’)
- If a candidate has a preponderance of credit in a higher class i.e. 50.00% or greater of the overall credit in the award than that determined by the aggregate result
- the student has mitigating circumstances
- the student has strong performance in a particular module (i.e. a dissertation module)
- the student has unrepresentative performance in one module which has affected the overall classification

Or in any other case where, in its academic judgement, the student’s performance against the learning outcomes for the programme is more accurately reflected by the higher classification. Where a sub-board considers that there is not adequate justification for raising a classification then it will not do so.

Your final degree classification will be worked out by adding the marks for all of your modules together and dividing them by the number of modules you have taken (2 for PGCert students, or 4 for PGDip students).

<table>
<thead>
<tr>
<th>Overall mark</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% - 100%</td>
<td>Distinction</td>
</tr>
<tr>
<td>60% - 69%</td>
<td>Merit</td>
</tr>
<tr>
<td>50% - 59%</td>
<td>Pass</td>
</tr>
<tr>
<td>0% - 49%</td>
<td>Fail</td>
</tr>
</tbody>
</table>
4. **Workshops**

If you are taking the Training or Research pathways, then you will also need to attend the corresponding compulsory workshop. Whilst this pathway is not considered a core module, you are strongly advised to attend. Students not on pathways requiring the workshop are welcome to sit-in on the workshop. Part-time students must attend these workshops in their first year.

4.1 **One Day Intercultural Communication Training and Coaching Skills Workshop**

For those students on the Training pathway:

This highly interactive full-day workshop, led by experienced intercultural trainers, will provide an overview of how to develop and deliver intercultural training programmes.

Indicative topics will include:

- Theory and best practise in intercultural training
- Designing training activities
- Developing your training skills
- Marketing your services

This workshop is due to be held on the 6th May 2017. Location and times will be provided in advance of the workshop.

4.2 **One Day Empirical Skills Training Workshop**

For those students on the Research pathway:

This full-day workshop aims to develop your empirical research skills in the area of intercultural communication. It complements the core module Research Methods and Designs taught in Term 1 by focussing on how to design a research project and how to choose a methodology suitable for one’s research questions.

Indicative topics will include:

- General introduction to doing a research project
- Ethnographic and observational research
- Interactional analysis
- Action research
- Questionnaires
- Interviewing

This workshop is due to be held on the 3rd March 2017. Location and times will be provided in advance of the workshop.
5. Independent Research Project

The Independent Research Project is for those students taking the PGDip Intercultural Communication Research pathway. Students on other pathways need not take the Independent Research Project.

5.1 Empirical Research Skills Training One-Day Workshop

Please see section 4 for more details of this compulsory workshop.

5.2 Guidelines for Independent Research Project

The Independent Research Project for the PGDip Intercultural Communication Research is a piece of small scale research on a specific topic within Intercultural Communication and should be 5,000-6,000 words long. Its focus may be related to your experience or area of professional interest.

When you embark on an Independent Research Project, your immediate focus is on your choice of topic, framing your research question and the process of carrying out the work, rather than the final report. Here are some helpful guidelines:

References
Keep a full record of every reference that you read or consult. This record should contain all the information needed to cite correctly the paper or book.

Quotations
Keep the full reference of any quotation you write down, including the page number on which it occurs. It is also wise to check the wording and punctuation and, for books, the inside page showing the author, date, edition, full title, place of publication and publisher. This will ensure that you do not accidentally plagiarise.

Keep everything
Keep everything you write. If you write summaries of what you are reading and what you think of it right from the beginning you may well find that you can incorporate parts of these summaries into your final report.

Write up details at each stage
It is essential that you write up your notes as you go along in the course of carrying out your research rather than leaving it until the end. Keep good records of how you carried out your work.

Make copies
As with references and written material it is important to keep backup copies of all your material, data and writing to guard against IT failure.
**Data**

Please ensure that any empirical evidence that you collect is saved and backed up. Do not delete it after carrying out your analysis. Raw data should be retained until your Independent Research Project is successfully completed.

**Ethics**

Research involving human subjects is subject to ethical constraints. Any project which involves human participants must get ethics approval. You should discuss this with your Programme Director; Dr Barbara Gibson. Further guidance and an ethics proposal form will be sent to you during the second term.

### 5.3 Independent Research Project Timetable

**Part-time students**

You should have chosen your research area by the end of your first year. You should have a well formulated and specific research question by the beginning of October of the second year. If this is an empirical study your data collection should ideally be completed by early spring.

- For 1st year part-time students, the project report is due by 11:59pm, 25 May 2018.
- For 2nd year part-time students, the project report is due by 11:59pm, 26 May 2017.

**Full-time students**

By the end of the spring term you should have a well formulated and specific research question. If this is an empirical study ideally you should have collected your data in the spring/summer term. You can then complete the writing during the summer term in order to meet the deadline.

- For full-time students, the project report is due by 11:59pm, 7 July 2017.

### 5.4 Ethical Review

If you intend to collect data from human participants as part of your research then you must complete an Ethical Review Proposal Form. This form, along with further guidance, is available from our School website ([www.bbk.ac.uk/sshp/our-research/sshp-ethics-committee-and-procedures](http://www.bbk.ac.uk/sshp/our-research/sshp-ethics-committee-and-procedures)) and will need to be authorised by your Programme Director; Dr Barbara Gibson and the Departmental Research Ethics Officer or School Ethics Committee before you start collecting the data. Any research involving vulnerable participants or sensitive material will require a more rigorous approval procedure.

### 5.5 Instructions on Final Presentation and Submission

Every candidate submitting an independent research project must do so in accordance with the following instructions:
Submission
You must submit your project in the same manner that you do for assignments. No paper copies are required.

Number of copies
You should submit one electronic copy of your project. Please refer to section 3.3 of this handbook for advice on how to submit your project.

Presentation
Your project must be double spaced and each page must be numbered.

Layout
Margins at the edge must be not less than 40 mm (1.5 inches) and other margins not less than 20 mm (0.75 inches). Double spacing should be used in typescripts, except for indented quotations where single spacing may be used.

Pagination
All pages must be numbered in one continuous sequence, i.e. from the title page of the first volume to the last page of type, from 1 onwards. This sequence must include everything, including maps, diagrams, blank pages, etc.

Line numbering
Each line should also be numbered to facilitate marking. To add line numbers to a whole document follow the guidelines below:

Step 1: On the file menu, click Page Setup, and then click the Layout tab.
Step 2: In the Apply box, click Whole document.
Step 3: Click Line Numbers. Select the Add Line Numbering check box, and then select the options you want.

Title page
The title page must bear the title of the project, the candidate's name and Student ID, the month and year of submission, the degree award for which the project is submitted, acknowledgements of any help received, followed by the name of the college: Birkbeck, University of London.

Abstract
The title-page should be followed by an abstract consisting of no more than 350 words providing a summary of the research as a whole. This should be accurate, locate the research in the wider academic literature and summarise methods and findings.

Table of Contents
The abstract page should be followed by a full table of contents and a list of tables, photographs and any other materials. This should include page numbers.

Word-count
Your research project should be 5-6,000 words long (+/-10%). You must ensure that your word-count is added at the start of your project before the abstract. Your bibliography and appendices are excluded from the word-count.
6. Advice and Support Services

6.1 Primary Contact

Academic queries can be answered by the relevant Module Convenor or by the Programme Director. At the beginning of the autumn term you will be allocated a Personal Tutor who will normally act as your primary source of advice if you need to discuss personal matters affecting your academic progress.

The Administrator is familiar with sources of information and of assistance within Birkbeck that are available to you and is usually contactable during normal College working hours, which are between 10am and 6pm. If you wish to visit the Administrator in person then you must check his/her availability before you arrive.

6.2 Personal Tutors

Each student is allocated a Personal Tutor for the duration of their course. Your Personal Tutor should be contacted only if you wish to discuss personal matters that affect your academic progress. If the matter is not personal and directly relates to a particular module then you should contact the Convenor of that module. If the matter is not personal and directly relates to a particular programme then you should contact the Programme Director.

Your Personal Tutor will also offer a drop-in session during weeks 4 and 8 of the first and second terms. Further details will be sent to you via email from your Personal Tutor after the start of each term.

If you are ever unsure about who to contact, you may also contact the Administrator in the first instance, who will be able to advise you or direct you to the appropriate member of staff.

6.3 Class Representation

We aim to have a Class Representative for each level of study within the Department of Applied Linguistics and Communication. If you are interested in becoming a class representative please contact the Administrator as soon as possible.

Class Representatives have a very important role as they will represent their cohort in staff/student exchange meetings held at the end of each term. Several changes and improvements were made during previous academic years as a direct result of feedback provided by Class Representatives, including more texts made available in the library and the introduction of two new undergraduate modules.
6.4 Birkbeck Student Centre

The My Birkbeck Helpdesk is located in the foyer of the main building in Torrington Square (WC1) and staff are the first point of contact to deal with enrolments, applications, information and advice, or to refer you to more detailed specialist advice where necessary.

<table>
<thead>
<tr>
<th>My Birkbeck Helpdesk opening hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday to Thursday: 11.00 am to 7.00 pm</td>
</tr>
<tr>
<td>Friday: 11.00 am to 5.00 pm</td>
</tr>
<tr>
<td>Saturday: 12.00 noon to 5.00 pm</td>
</tr>
<tr>
<td>Sunday: closed</td>
</tr>
</tbody>
</table>

Contact details:
- Web Form: www.bbk.ac.uk/ask
- Tel: 020 7631 6316

The opening hours of our telephone enquiry line (020 7631 6316) are:
- Monday to Friday: 12.00 noon to 5.00 pm
- Saturday and Sunday: closed

6.5 Department Website

Important information for students can be found on our Department website, such as general forms, events, staff research interests and so on. Please ensure that you check our site on a regular basis:

www.bbk.ac.uk/linguistics

You might be particularly interested in the ‘our community’ page (http://www.bbk.ac.uk/linguistics/about-us/community), where you can find out about previous and current students.

We also have a Facebook and Twitter page dedicated to events and departmental news. If you have a Facebook profile you just need to ‘like’ the Facebook page in order for any news and events to appear in your newsfeed:

www.facebook.com/appliedlinguistics
www.twitter.com/DeptofALCBBK

6.6 Assignment Advice

If you are experiencing difficulties, for example with structuring your essays, you can find a range of helpful Academic Workshops, which can be found on the Learning Support and Skills Training webpage at:
http://www.bbk.ac.uk/mybirkbeck/services/facilities/support.
6.7 Moodle

Moodle is a Virtual Learning Environment (VLE) that supports online learning and teaching. It can be accessed by registered users from anywhere in the world using the Internet and web browsers.

Login details and further information on Moodle will be provided on enrolment. You should have access to all of the modules that you are registered on and will find learning materials, assignment details, handouts, lesson slides and so on within each module. You will also be expected to upload your assignments here.

Module handouts and pre-class reading will be uploaded in advance of classes.

It is very important that you check each module under Moodle on a regular basis as lecturers update their modules frequently:

http://moodle.bbk.ac.uk

6.8 Module Feedback

Towards the end of the autumn and spring terms lecturers will hand out module questionnaires for you to complete. This is a chance for you to give feedback on the specific module and communicate any suggestions that you may have. These questionnaires are anonymous and should be handed back to the lecturer at the end of class. If you do not wish to hand your questionnaire back to the lecturer then you can hand your completed questionnaire to the Administrator.

The results from the questionnaires will be evaluated and discussed at the following Department staff meetings.

6.9 Support for students with Disabilities, Dyslexia and Mental Health Needs

At Birkbeck there are students with a wide range of disabilities, specific learning difficulties, medical conditions and mental health conditions (hereinafter referred to as disabled students). Many of them have benefited from the advice and support provided by the College’s Wellbeing Centre. The Wellbeing Centre is located in G26 on the Ground floor of the Malet Street building.

All enquiries should come to the Wellbeing Centre (tel. 0207 631 6316), who will determine the appropriate referral to specialists in the Disability and Dyslexia Service and Mental Health Service. They can provide advice and support on travel and parking, physical access, the Disabled Students’ Allowance, specialist equipment, personal support, examination arrangements, etc.

On enrolment you need to complete a Study Support Plan (SSP), which will set out the reasonable adjustments that we will make with physical access, lectures, seminars, assessments and exams. After you complete this and provide disability evidence, we confirm the adjustments you require and then your department, examinations office, etc. will be informed that your SSP is available
and adjustments can be made. You should contact the Wellbeing Service if any of your adjustments are not in place.

Access at Birkbeck
Birkbeck's main buildings have wheelchair access, accessible lifts and toilets, our reception desks and teaching venues have induction loops for people with hearing impairments, and we have large print and tactile signage. Accessible parking, lockers, specialist seating in lectures and seminars and portable induction loops can all be arranged by the Disability & Dyslexia Service.

The Disabled Students’ Allowance
UK and EU (with migrant worker status) disabled students on undergraduate and postgraduate courses are eligible to apply for the Disabled Students' Allowance (DSA). The DSA provides specialist equipment including computers with assistive technology and training, personal help (e.g., study skills tutors, mentors and BSL interpreters) and additional travel costs for students who have to use taxis. It provides thousands of pounds worth of support and all the evidence shows that students who receive it are more likely to complete their courses successfully. The Wellbeing Centre can provide further information on the DSA and can assist you in applying to Student Finance England for this support. From September 2016, new students will receive their note-taking support from the University rather than the DSA.

Support in your Department
Your Department is responsible for making reasonable adjustments in learning and teaching and assessment, including permission to record lectures, specialist seating, extensions on coursework, etc. Whilst we anticipate that this support will be provided by the Programme Director, tutors and Programme Administrator in the Department, they will also have a Disability Lead. If you experience any difficulties or require additional support from the Department then they may also be able to assist you. They may be contacted through the Programme Administrator.

Support in IT Services and Library Services
There is a comprehensive range of specialist equipment for students with disabilities in IT Services. This includes an Assistive Technology Room, which may be booked by disabled students. We have software packages for dyslexic students (e.g. Claroread and Mind view), screen reading and character enhancing software for students with visual impairments available in our computer laboratories, specialist scanning software, large monitors, ergonomic mice and keyboards, specialist orthopaedic chairs, etc. We have an Assistive Technology Officer, who can be contacted via IT Services.

The Library has an Assistive Technology Centre, where there is also a range of specialist equipment, including an electronic magnifier for visually impaired students, as well as specialist orthopaedic chairs and writing slopes. The Disability and Dyslexia Service Office refers all students with disabilities to the Library Access Support service, who provide a comprehensive range of services for students with disabilities and dyslexia.
Examinations and Assessments
Many disabled students can receive support in examinations, including additional time, use of a computer, etc. In exceptional circumstances, students may be offered an alternative form of assessment.

Specific Learning Difficulties (e.g. dyslexia, dyspraxia)
Mature students who experienced problems at school are often unaware that these problems may result from their being dyslexic. Whilst dyslexia cannot be cured, you can learn strategies to make studying significantly easier. If you think you may be dyslexic you can take an online screening test in the computer laboratories – the instructions for the screening test are available on the Disability Office website. If appropriate, you will be referred to an Educational Psychologist for a dyslexia assessment. Some students can receive assistance in meeting the cost of this assessment, either from their employer or from Birkbeck.

Further information
For further information, please call the Wellbeing Centre on 020 7631 6316 or email disability@bbk.ac.uk.

6.10 Birkbeck Students' Union

Birkbeck Students' Union provides student support services, promotes welfare issues, represents students’ interests on College committees and provides social activities via events, Clubs and Societies. All students are automatically members of the Union (although there is an opt-out facility) which entitles them to benefit from all the facilities and services the Students' Union offers. Birkbeck Students' Union is affiliated to the National Union of Students (NUS).

The support services and provisions that Birkbeck Students' Union offers are a counselling service, an advice centre, student representation, as well as a shop in the basement and a bar on the 4th floor of the main Birkbeck building on Malet Street. For further information please consult your guidance handbook provided by the Birkbeck Student Union or email the Union at info@bcru.bbk.ac.uk or consult www.birkbeckunion.org.

6.11 Bloomsbury Postgraduate Skills Network

Birkbeck is a member of the Bloomsbury Postgraduate Skills Network (BPSN) which is a collaboration between eight colleges of the University of London (Birkbeck, University College London, the UCL Institute of Education, the School of Oriental and African Studies, the London School of Hygiene and Tropical Medicine, the Royal Veterinary College, the School of Pharmacy, and the School of Advanced Study). This Network enables students of the eight colleges to attend generic skills courses provided at any of the colleges.

Information about the Network and the courses is available on the University College London (UCL) Graduate School website, and students are asked to register for courses on-line.
The URL for the BPSN Web-form is:  
www.courses.grad.ucl.ac.uk/bloomsbury/register-user.pht.

6.12 Birkbeck College Applied Linguistics Society (BCALS)

The Birkbeck College Applied Linguistics Society (BCALS) is a student-run society created to enhance the study experience both academically and socially. It is highly encouraged that every student taking a programme within the Department of Applied Linguistics and Communication joins this society, to build an academic support network, receive extra notices of various programme related events (in and out of Birkbeck) and make friends with other students from the Department. Volunteering in a BCALS leadership role is also an excellent way to gain valuable professional experience.

Among its activities, BCALS meets regularly, arranges trips, publishes a newsletter, promotes various seminars, conferences and job openings over the e-list, and holds a student conference at the end of the school year. For more information, please visit the BCALS website http://www.bbk.ac.uk/linguistics/about-us/applied-linguistics-society or contact bcals.bbk@gmail.com.

6.13 Postgraduate Research Seminars

Seminar Convenor: Professor Jean-Marc Dewaele

The seminars are a friendly and supportive venue for PhD students to present the latest findings and ideas in their research projects and to exchange ideas and feedback. It prepares students for conference presentation and the dissemination of their research as part of the requirement for PhD. It also encourages cross-disciplinary collaboration and thinking outside the box. The seminar audience is formed of PhD, Integrated PhD, MA, PGDip and PGCert students within the department, as well as academic staff and visiting scholars. Dates for these seminars will be circulated via email during the autumn term.

Please be advised that it is not compulsory for PGDip and PGCert students to attend these seminars, however, you are welcome to attend for your own interest.

6.14 The Student Community

The PGDip and PGCert programmes enables students to get to know each other and to share knowledge and expertise amongst themselves and with other postgraduate and PhD research students. You will form part of a cohort of students who join the programme at the same time and you should regard your fellow students as a significant resource. You should be able to learn from and support each other, and gain other social and academic benefits from your fellow students within a supportive, friendly and productive research environment.
You can also find out more about our student community via our department website (http://www.bbk.ac.uk/linguistics/about-us/community).

6.15 Other Useful Information

Programme regulations
The regulations for all programmes can be found via our Registry website at www.bbk.ac.uk/reg/regs/prog_regs.

College Facilities
Birkbeck College has traditionally specialised in providing university teaching for students who can only study on a part-time evening basis. Thus most of the College's formal lectures take place in the evenings, but libraries and computing facilities, as well as other college facilities, are open throughout the day and evening. Due to the emphasis on evening studies, these facilities are often relatively free during the day. Full details of College facilities, which are mainly located in Birkbeck’s main building on Malet Street, are given in the College prospectus.

Library
Please see the library website at www.bbk.ac.uk/lib for details of opening hours, as well as full details of subject guides, electronic resources and access to other libraries. Alternatively you could call Helpdesk enquiries on 020 7631 6063.

Once you have enrolled at the College you will be issued with a College identity card which should give you automatic use of the library. Birkbeck library has an excellent collection of books and journals in special areas of research in the department. Students registered at Birkbeck are entitled to use the libraries of the Universities of London. For Senate House Library access you will need to show your "Certificate of Birkbeck Student Eligibility" at the Senate House Library membership desk, along with your Birkbeck ID card. More details about this can be found at http://www.bbk.ac.uk/lib/otherlibs/shl.

The Library provides a wide range of resources including set-texts for each of your chosen modules. If you should ever find that any set-texts are no longer available from the Birkbeck Library, please inform the Team Leader as soon as possible. Contact details can be found at the front of this booklet.

The Counselling Service, in partnership with the Library and the Alumni Fund, has created a self-help library to further support students with emotional and psychological difficulties.

If you would like to find out more about the wide range of books available, please visit: http://www.bbk.ac.uk/mybirkbeck/services/facilities/counselling-service-1/biblio-therapy.
A large-print version of this document is available and alternative formats can be provided on request.

Please contact the Disability Office for assistance.

Telephone: 020 7631 6336
Text: 07910 821 998
Email: disability@bbk.ac.uk