



FACULTY OF LANGUAGE STUDIES

MA in Translation

Student Handbook

Prepared by Prof. Aziz Thabit Saeed

(The Parts on policies pertinent to all BA programmes, which were collected by previous FLS deans, were retained here)

Revised by Prof. Hayat Al-Khatib

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The **MA in Translation** is developed by OU and AOU and delivered by AOU. It is validated through a process of external peer review by OU-UK as being of an appropriate standard and quality to lead to the Open University Validated Award of an **MA**.

NOTE

Please note that the information in this handbook is subject to change and continuous updating. For further updates, please check our website:

<http://www.arabou.edu.kw>

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Prof. Aziz Thabit Saeed,
Dean of the Faculty of Language Studies (FLS)

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Preface

Dear Student,

*Thank you for choosing the **MA in Translation** Programme.*

The MA in Translation Student Handbook is a document that is meant to provide you with an overall view of the programme. It gives you specific details about the Programme in terms of its objectives, learning outcomes, admission requirements, modules, types of assessment, length of study, etc. It is indispensable to you as it presents an overall view of the courses you will study. You should read The MA Student Handbook very carefully before you go to your first tutorial.

Some key elements that you should know before going to your first tutorial are the following:

- *programme requirements,*
- *programme aims,*
- *programme learning outcomes,*
- *programme structure/organization and assessment.*

Course attendance requirements: *two hours each week per course. It is important that you attend the tutorials regularly. Each tutor will be available for further consultation in his/her office hours and through email and the Learning management System (LMS). Do consult your tutor whenever you have any queries, or whenever you feel that you need help in preparing for Tutor Marked Assignments (TMA)s and final exams.*

*It is vitally important that you read the actual textbooks as well as the assigned materials. While the assigned materials are sufficient for passing the examined modules, extra credit will be given to students' extracurricular knowledge and to their understanding of the concepts that the programme introduces. It is of utmost importance that you also read the **MA Award Bylaws (please check the University website)**, as they contain crucial details about assessment, GPA and progression.*

One last important word is to let you know that if you pass this Programme, you will receive TWO MA certificates: one from the Arab Open University (AOU) and the other from the Open University-United Kingdom (OU-UK).

We wish you the very best of luck.

Prof. Aziz Thabit Saeed,
Dean of the Faculty of Language Studies (FLS)

1. PROGRAMME DESCRIPTOR, DURATION OF STUDY AND ADMISSION REQUIREMENTS

Programme Descriptor: MA in Translation

The degree comprises 48 credit hours which can be completed over a two-year period of full-time study. The breakdown of credit hours and courses needed to complete the programme are as follows:

	Category	Credit Hours
1	8 Compulsory Modules	32
2	Proposal Prep. and Dissertation	16 Proposal Prep. 4 Dissertation 12
	OR	
	Non-thesis track: A comprehensive exam and 4 modules	0 16
TOTAL		48

This programme is mostly based on the following OU modules:

- **L801: Introduction to Translation Theory and Practice**
- **L802: Translation in Practice**
- **L803: Extended Translation Project/Dissertation**

They are mapped as follows:

Source OU Code	AOU Code
L801	TR811 Translation Studies
	TR814 AI and Technology for Translators and Interpreters
	TR818 Translation Processes and Procedures
L802	TR813 Specialized Translation
	TR815 Audiovisual Translation

	TR818 Translation Processes and Procedures
L803	TR812 Research Methods
	TR830 Proposal Prep
	TR819 Project in Translation

* The content of the other modules in the programme are AOU.

Admission Requirements

To be admitted to the programme, you need to:

- A. Have a BA degree in English Language and Literature, or a related specialization from the Arab Open University or another recognized university with a graduation rating of **GOOD** or higher in light of local accreditation requirements in the campus countries.
- B. Achieve Band 6.5 or higher in the **Academic Version** of the '*International English Language Testing System*' (IELTS) test,
OR
Achieve a score of 550 or more in the 'Test of English as a Foreign Language' (TOEFL) (**Paper-Based Test**) or the equivalent score in the computer-Based Test.
- C. Some campuses require an interview and recommendation letters.

2. ACADEMIC STAFF, CONTACT DETAILS AND AVAILABILITY ARRANGEMENTS			
External Examiner: ---			
Teaching staff associated with the module			
Tutor's name and contact details			
Prof. Aziz Thabit Saeed	Professor of Linguistics and TESOL	dean.el@arabou.edu.kw	FT
Prof. Hayat Al-Khatib	Professor of Applied Linguistics	hkhatib@aou.edu.lb	FT
Prof. Yehya Alsohbani	Professor of Applied linguistics and TESOL	y.alsohbani@arabou.edu.sa	FT
Prof. Nagwa Younis	Professor of Linguistics	nagwa.younis@aou.edu.eg	FT
Dr. Manar Shalabi	Associate Prof. of Applied Linguistics	Manar@aou.edu.eg	FT
Dr. Yusuf Shudooh	Asst. Prof. of Applied Linguistics	yshudooh@aou.edu.kw	FT
Dr. Rania Yacoub	Asst. Prof. of Translation studies & Linguistics	r.yacoub@arabou.edu.kw	FT
Dr. Shaima Helal	Asst. Prof. of Applied Linguistics	shaimaarts@yahoo.com	FT
Dr. Yousef Zrekat	Asst. Prof. of Applied Linguistics	y.zrekat@arabou.edu.sa	FT
Dr. Sulaiman Abbas	Asst. Prof. of Applied Linguistics	S_abbas@aou.edu.jo	FT
Dr. Lubna Adel	Asst. Prof. of Linguistics & Translation	lubna.adel@aou.edu.eg	FT
Dr. Elena Novik	Asst. Prof. of Linguistics	elena.novik@aou.org.bh	FT

Dr. Meryem Fati	Asst. Prof. of Applied Linguistics and Educational Sciences	meryem.fati@aou.org.bh	FT
Dr. Nawal Shaker	Asst. Prof. of Linguistics& Translation	Nawal.shekar@aou.org.bh	FT
Prof. Ghada Abdel Hafeez	Professor of English Language and Literature	ghada.abdelhafeez@aou.org.bh	FT
Prof. Tahrir Hamdi	Professor of English Language and Literature	t_hamdi@aou.edu.jo	FT
Dr. Dalia Saad	Associate Prof. of Comparative Literature and Literary Criticism	Dalia.saad@aou.edu.sa	FT
Dr. Maher Mousa	Associate Prof.of English Literature	binmousa@aou.edu.kw	FT
Dr. Chekra Allani	Asst. Prof. of English Language and Literature	callani@aou.edu.kw	FT
Dr. Arwa Al-Hozaimi	Asst. Prof of English Literature	a.alhozaimi@arabou.edu.sa	FT
Dr. Banan Dariseh	Asst. Prof of Comparative Literature and Cultural Studies	banan@aou.edu.kw	FT
Dr. Israa Draiseh	Asst. Prof of Comparative Literature and Cultural Studies	idraiseh@aou.edu.kw	FT
Dr. Marine Milad	Asst. Prof of Curriculum & Instruction	marine@aou.edu.kw	FT
Dr. Nour Dakkak	Asst. Prof of English Literature	n.dakkak@aou.edu.kw	FT
Dr. Julie Leo	Asst. Prof of English Language & Literature	j.leo@arabou.edu.sa	FT
Dr. Mohsen Abbas	Asst. Prof of English Literature	m.kabbas@arabou.edu.sa	FT
Dr. Mustafa Thabet	Asst. Prof of English Literature	m.thabet@arabou.edu.sa	FT
Dr. Sameh Galil	Asst. Prof of English Language & Literature	s.galil@arabou.edu.sa	FT
Dr. Yousef Zrekat	Asst. Prof. of Applied Linguistics	y.zrekat@arabou.edu.sa	FT
Dr. Dima Tahboub	Asst. Prof of Comparative Literature	d_tahboub@aou.edu.jo	FT
Dr. Sami Khawaldeh	Asst. Prof of English Language & Literature	S_khawaldeh@aou.edu.jo	FT
Dr. Heba Badreddin	Asst. Prof of English Language & Literature	Hbadr@aou.edu.eg	FT
Dr. Ne'am Abdel Hafiz	Asst. Prof of English Language & American Literature	n.abdelhafiz@aou.edu.eg	FT
Dr. Hisham Eltahawy	Asst. Prof of English Literature	Hisham.eltahawy@aou.org.bh	FT
Ms. Nay Hannawi	Lecturer of literature Translation	nhannawi@aou.edu.kw	FT
Mr. Khaldun Said	Lecturer of translation	ksaid@aou.edu.kw	FT

In AOU system, all tutors are available for contact not only in weekly tutorials but also during their office hours. Other arrangements can be made through the LMS and direct phone calls.

SUPPORT STAFF

Please contact your tutor/supervisor for a list of support staff in your campus.

3. INTRODUCTION TO THE PROGRAMME

The MA Programme in Translation is a full-time postgraduate programme of study comprising 8 taught modules and a research dissertation or 12 modules and a comprehensive exam.

The Programme will be delivered through the open learning system, which – according to AOU regulations - is delivered through two complementary modes:

- face-to-face interactive tutorials, constituting a minimum of 50% of course credit hours, and;
- interactive distance learning delivered through specially designed teaching and support materials that are conducive to self-learning, constituting a maximum of 50% of course credit hours.

The MA Programme in Translation has been developed and is delivered by AOU. It has been validated through a process of external peer review by the OU-UK as being of an appropriate standard and quality to lead to the Open University validated award of MA in Translation (OUVA).

Possible Job Opportunities

This programme opens many gates of **employment** for you. The following are job areas, which you will be suitable for, perhaps with special induction and suitable training in some of the cases given below:

Public and private organizations including ministries, embassies, private businesses, translation firms, publishing houses, schools, banks, universities as well as local media network organizations. In addition, the programme opens up important access to further and higher academic study, such as a PhD degree.

4. PROGRAMME SPECIFICATION

Duration of the programme	2 years
Dual accreditation	OU-UK and the Ministry of Higher Education in the host countries of the AOU Campuses

The Programme consists of a total of 48 credit hours, 32 of them are compulsory taught modules for both thesis and non-thesis track students. The remaining 16 modules are Proposal Prep (4 credits) and the Dissertation (12 credits) for the dissertation track and four modules (16 credits) and a comprehensive exam for the non-thesis track.

1. Compulsory modules for both tracks: (32 credit hours)

The following are the compulsory modules of the programme:

Code	Title	Credit Hours
TR811	Translation Studies	4
TR812	Research Methods	4

TR813*	The students choose <u>any two</u> of the following six specialized modules.			8
	Elective Modules for the non-thesis track (8 credits)			
	Code	Module Title	Credit Hours	
	TR813-1	Specialized Translation – <i>Scientific</i> domain	4	
	TR813-2	Specialized Translation - <i>Media</i> domain	4	
	TR813-3	Specialized Translation – <i>Business</i> domain	4	
	TR813-4	Specialized Translation – <i>Literary</i> domain	4	
	TR813-5	Specialized Translation – <i>Legal</i> domain	4	
	TR813-6	Specialized Translation – <i>Religious</i> domain	4	
TR814	AI and Technology for Translators and Interpreters			4
TR815	Audiovisual Translation			4
TR816	Simultaneous and Consecutive Interpreting			4
TR817	Arabic Stylistics for Translators			4
Total				32

2. Thesis Track modules: 16 credits

TR830: Proposal Prep (4 credits)
 TR831: Thesis module (12 credits)

3. Non-thesis track modules:

Students who opt for this track will study four more modules, and take a comprehensive exam as follows:

- I. I. The following two compulsory modules (8 credits):

TR818	Translation Processes and Procedures	4
TR819	Project in Translation	4

II. Two modules selected from the following list of electives (8 credits):

Elective Modules for the non-thesis track (8 credits)		
Code	Module Title	Credit Hours
Choose one from A and one from B:		
A: Choose <u>one</u> of the following two modules (total 4 credits)		
TR820	Semantics and Pragmatics for Arabic and English translators	4
TR821	Translation of Medical and Pharmaceutical Texts	4
B: Choose <u>one</u> of the following two modules (total 4 credits)		
TR822	Contrastive Linguistics	4
TR823	Lexicology	4

III. Take a comprehensive exam TR825 (0 credit)

Duration of Study: suggested graduation plan

Advisory Plan

This programme has two options: a thesis and a non-thesis as the [study plan](#) below indicates:

Semester	Code	Module Title	Credit	Prerequisite
Sem. I	TR811	Translation Studies	4	None
	TR812	Research Methods	4	None
	TR813-I	Specialized Translation (I)*	4	None
Total			12	
Sem. II	TR813-II	Specialized Translation (II)*	4	None
	TR814	AI and Technology for Translators and Interpreters	4	TR811
	TR817	Arabic Stylistics for Translators	4	None
Total			12	

* Specialized Translation courses – students are to choose any **two** from the following:

TR813-1	Specialized Translation – Scientific domain	4
TR813-2	Specialized Translation – Media domain	4
TR813-3	Specialized Translation – Business domain	4
TR813-4	Specialized Translation – Literary domain	4
TR813-5	Specialized Translation – Legal domain	4
TR813-6	Socialized Translation – Religious domain	4

Sem. III**	TR815	Audiovisual Translation	4	TR811
	TR816	Simultaneous and Consecutive Interpreting	4	TR811 TR813-I
	TR830	Proposal Prep	4	TR811 TR812
Total			8	
**Thesis-track students can enroll in TR830- Proposal Prep in the third semester while non-thesis students will choose one of the compulsory TR818 or TR819 modules in in semester III.				
Sem. IV –Thesis track	TR831	Thesis Module	12	TR830

Sem. IV –non thesis Track		
Students will:		
A: take the other compulsory module:		
TR818	Translation Processes and Procedures	4
TR819	Project in Translation	4

& B: Choose any two modules from the list of electives below (8 credits)			8
Elective Modules for the non-thesis track (8 credits)			
Code	Module Title	Credit Hours	
<u>Choose one from A and one from B:</u>			
A: Choose <u>one</u> of the following two modules (total 4 credits)			
TR820	Semantics and Pragmatics for Arabic and English Translators	4	
TR821	Translation of Medical and Pharmaceutical Texts	4	
B: Choose <u>one</u> of the following two modules (total 4 credits)			
TR822	Contrastive Linguistics	4	
TR823	Lexicology	4	
C: Sit for TR825 Comprehensive Exam**			0

**Students take the comprehensive exam after finishing all modules.

Students following the thesis track are expected to defend and successfully pass the dissertation in the summer of the second year. However, in thesis and non-thesis tracks students may opt to take more time to finish their studies, but within a maximum of 8 semesters.

5. PROGRAMME EDUCATIONAL AIMS AND OBJECTIVES

The MA programme in Translation will:

- Provide for development in the field of translation.
- Provide students with solid knowledge of translation and interpretation theory and contemporary debate.
- Equip students with the critical ability to evaluate translated texts of different genres.
- Advance students' analytical interpretation skills of texts of multiple registers.
- Provide students with opportunities to develop their critical skills of independent thinking and judgment.
- Provide specialist training in the different types of translation including the use of translation-oriented technology such as CAT tools and AI.
- Equip students with necessary research skills that enable them to conduct studies in the field.

Learning outcomes of the Programme

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

1. Understand translation theories and contemporary debates.
2. Develop competence in translating texts with accuracy and appropriacy.
3. Use translation-oriented technology appropriately and effectively.
4. Develop their own lexical repertoire of register-specific terms.
5. Conduct research in the field of translation.
6. Demonstrate the ethical sensitivity required in the profession of translation.
7. Pursue higher studies in the field of translation.

The MA in Translation programme is needed on several counts:

- It creates good job opportunities in translation in the public and private sectors.
- Many BA graduates of English Language and Literature (ELL), and English Language and Translation (ELT) in the Arab countries choose to become Translators as the job market in the region demands highly trained graduates of translation.
- MA-in-Translation holders are also sought by Translation companies, banks, and diplomatic missions.
- More and more public and private universities are being established in many Arab countries and thus there is a great demand for qualified MA holders in translation to teach basic translation skills to first-year translation BA students.
- International and regional firms, foreign missions, mass media, international organizations, publishers, and translation establishments require bilinguals who are proficient in both English and Arabic and have sound background in translation.
- This degree opens opportunities for its holders to seek degrees in Translation higher than the MA, especially doctoral degrees. Holders of such higher degrees are recruited by local, regional, and international organizations such as ALECSO (Arab League Educational Cultural & Scientific Organization), and UNESCO (United Nations Educational, Scientific and Cultural Organization, Sworn Translation Associations, etc.).
- An MA in Translation at (AOU) also provides a flexible *openlearning* opportunity to students.
- Students admitted into the MA Programme in Translation will avail themselves of excellent up-to-date teaching and support materials conducive to self-learning as it combines both face-to-face instruction (50%) and interactive open learning (50%).

The introduction of this MA programme reflects the AOU strategy to start postgraduate studies that serve the needs of its graduates, on the one hand, and meet national and regional socio-economic development requirements, on the other. The proposed programme is in high demand in Arab countries, particularly in view of the following:

Many Arab countries have realized the significance of translation in the world of today as more and more means of media that communicate with other nations such as newspapers and TV channels are on the rise. These networked enterprises require professional translators to communicate with foreign channels, translate documentaries, TV and radio interviews, articles, books and translate Arab's written cultural heritage as well as current literary, scientific, and social knowledge produced by Arabs. Moreover, many translation projects have been established in the Arab World including Kalima Project in the UAE, Translation Award in Qatar, etc., which points to the importance of translation, and which, consequently, points to the need of specialists in translation.

6. POSTGRADUATE EXIT AWARDS

This Programme has the advantage of offering UK-OU 'exit awards.' An exit award is an award which you may claim if, for one reason or another, you desire to exit (leave) the programme before you complete the MA degree.

Postgraduate Exit Awards:

(i) Postgraduate Certificate in Translation

Upon the successful completion of the following four compulsory postgraduate modules from the MA Programme in Translation (16 credit hours), students will be able to claim from OU-UK a **Postgraduate Certificate in Translation**.

Code	Title	Credit Hours
TR811	Translation Studies	4
TR812	Research Methods	4
TR813-I	Specialized Translation (I)*	4
TR814	AI and Technology for Translators and Interpreters	4
Total		16

(ii) Postgraduate Diploma in Translation

Upon the successful completion of the eight compulsory modules of the MA programme in Translation (32 credit hours), students will be eligible to claim from OU-UK a **Postgraduate Diploma in Translation**.

Code	Title	Credit Hours
TR811	Translation Studies	4

TR812	Research Methods	4
TR813-I	Specialized Translation (I)*	4
TR814	AI and Technology for Translators and Interpreters	4
TR813-II	Specialized Translation (II)*	4
TR815	Audiovisual Translation	4
TR816	Simultaneous and Consecutive Interpreting	4
TR817	Arabic Stylistics for Translators	4
Total		32

MA Degree in Translation

Upon the successful completion of all the postgraduate courses from the MA Programme in Translation (48 credit hours), students will be able to claim an **MA Degree in Translation**. In other words, to be eligible for the MA degree in Translation, students should complete all the modules in (ii) above and the following:

Code	Title	Credit Hours
TR830	Proposal Prep	4
TR831	Thesis module	12
OR <u>Non-thesis Track: consisting of:</u>		
A: The following two compulsory modules:		
TR818	Translation Processes and Procedures	4
TR819	Project in Translation	4
B: Any two modules of the following electives: <u>Choose one from A and one from B:</u>		
A: Choose <u>one</u> of the following two modules (total 4 credits)		
TR820	Semantics and Pragmatics for Arabic and English translators	4
TR821	Translation of Medical and Pharmaceutical Texts	4
B: Choose <u>one</u> of the following two modules (total 4 credits)		
TR822	Contrastive Linguistics	4
TR823	Lexicology	4

Total		16
C: A Comprehensive Exam:		
TR825	Comprehensive Exam	0

The postgraduate awards referred to above can only be awarded to students enrolled in the MA Programme in Translation who are unable to complete the full programme. In other words, they are not free-standing awards.

Students should be aware of the fact that AOU bylaws allow a continuing student to register in the MA dissertation module only if his/her GPA is 3 points or above. Students whose GPA is less than 3 points may apply for an exit award.

Process

Students wishing to obtain an exit award should submit a signed letter to this effect to the Programme Coordinator of the AOU Campus where they are registered stating which exit award they are applying for and the MA course(s) they had completed successfully.

A meeting by the Branch Examination Committee (BEC) should be convened within a week. If the award is proposed by the BEC, it should be sent to the Deanship within the same period.

The MA in Translation Postgraduate Board at the Deanship will then decide on the proposal. Finally, the decision is tendered to the AOU Central Examination Committee (CEC) for a final decision.

7. PROGRAMME LEARNING OUTCOMES with CURRICULUM MAPS (MA, DIPLOMA & CERTIFICATE)

The term "learning outcomes" (LOs) represents a central concept that refers to the objectives that you attain at the end of a particular learning/teaching activity or at the conclusion of a certain course or programme. LOs are characteristically divided into four categories:

- (1) Knowledge and Understanding**
- (2) Cognitive Skills**
- (3) Practical and Professional Skills**
- (4) Key / Transferable Skills**

Learning Outcomes of the MA Programme in Translation:

The intended learning outcomes of this MA in Translation programme are described in four areas:

Area 1: Knowledge and Understanding:

On completion of the programme, students will have knowledge and understanding of:

A1. The relationship between translation and interpretation theories, approaches and procedures and contemporary debates.

- A2. Available frames and effective practices in translation and interpretation.
- A3. Ethical standards and measures appropriate to educational contexts in the translation profession.
- A4. Current translation practices and the ethical standards in the translation and interpretation profession.
- A5. Processes involved in translating texts within the identified themes of the programme.
- A6. Different register-specific aspects involved in Arabic and English translation including tone, concepts and stylistic choices.
- A7. Appropriate research practices in the field of translation and interpretation.
- A8. Methods of analyzing and evaluating Arabic and English translated texts in terms of quality, accuracy, cultural appropriacy and fitness for purpose.

Area 2: Cognitive Skills

On completion of the programme, students will be able to:

- B1. Define and appropriately utilise key terms, concepts and theories in Translation studies including notions of technological advancements in the field such as use of CAT tools and AI.
- B2. Apply and refine critical thinking skills in relation to texts of different genres and styles.
- B3. Critically interpret, assess and deploy translation methodologies and approaches.
- B4. Engage in an informed way in current debates about translation and interpretation practices.
- B5. Analyze critically the current material and research pertinent to the area of translation and interpretation.
- B:6. Evaluate the appropriateness of handling the notions of culture and audience in rendered texts.

Area 3: Practical and Professional Skills

On completion of the programme, students will be able to:

- C1. Critically read academic publications pertinent to translation and interpretation topics proficiently and confidently.
- C2. Appraise, review and critically and reflexively formulate arguments relevant to translation.
- C3. Develop skills to review and reflect on the quality of their work and work of peers.
- C4. Produce and present written texts employing a suitable writing style and maintaining ethical standards.
- C5. Work independently and in teams to develop solutions for cognitive and practical problems in the field.
- C6. Demonstrate competence in using technology appropriately including CAT tools and AI in their professional practice.

Area 4: Key / Transferable Skills

On completion of the programme, students will be able to:

D1. Work independently on projects or extended assignments involving the analysis and presentation of materials.

D2. Keep abreast on the updates in both the Arabic and English intercultural communication pertinent to translation and interpretation.

D3. Independently study and explore general and register-specific terminology and compile a glossary of terms and useful resources.

D4 Reflect on professional practices including significant advances in AI technology and CAT tools and ensure alignment with quality assurance and ethical standards.

D5. Take personal responsibility to complete a pertinent programme of learning which requires sustained and independent application.

2. Exit Awards

i) Learning Outcomes of the Postgraduate Certificate in Translation:

Students who opt to claim a Postgraduate Certificate in Translation will achieve the following learning outcomes:

Level 7a	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5
	TR811 Translation Studies	✓	✓	✓	✓	✓				✓	✓	✓				✓	✓	✓	✓			✓	✓	✓	✓	
	TR812 Research Methods	✓	✓	✓	✓			✓		✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓			✓	✓
	(Specialized Translation – 6 options)	✓	✓	✓	✓		✓			✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓		✓	✓
	TR813-1 Specialized Translation – <i>Scientific</i> domain	✓	✓	✓	✓		✓			✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓		✓	✓
	TR813-2 Specialized Translation- <i>Media</i> domain	✓	✓	✓	✓		✓			✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓		✓	✓
	TR813-3 Specialized Translation – <i>Business</i> domain	✓	✓	✓	✓		✓			✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓		✓	✓

TR811: Translation Studies aims at providing students with an in-depth understanding of the theories and principles of translation as an academic discipline. The history of translation is overviewed as well as the strategies and procedures of the discipline. The module also introduces a range of theoretical and practical frames and procedures ranging from equivalence models to semantic and communicative ones and explores their differences and functionality.

TR812: Research Methods

TR812: Research Methods aims at providing students with a thorough background on the principles of appropriate research methods and how to apply them. It also aims at introducing them to different theoretical models and research designs in translation studies. In addition, the module will allow them to formulate research questions, write literature review, gather, interpret, and discuss data, and deliver presentations. Furthermore, the module will expand their horizon in ethical implications in scientific inquiry.

TR813-1: Specialized Translation: Scientific Domain

TR813-1: This Specialized Translation module caters to the specific translation needs and challenges in the scientific field. Its main goal is to assist students in examining the practical issues involved in advanced translation of scientific texts, helping them become familiar with the relevant terminology, conventions, and common language patterns used in scientific texts. The module also aims to improve translation efficiency by providing reliable suggestions and references, enabling students to work faster and enhance the overall quality of their translations. Additionally, it helps students identify any errors, inconsistencies, or mistranslations in their work to ensure precise and high-quality scientific documents.

TR813-2: Specialized Translation: Media Domain

TR813-2: Specialized Translation (Media) examining the practical issues involved in advanced translation of media-oriented texts. It aims at providing students with strategies related to the translation of texts in the field of media. The basics of media translation are overviewed as well as the strategies and procedures of the discipline. The module also introduces the challenges encountered when translating texts in the field of Media, stylistic and linguistic features of such texts and dictionaries used in the field.

TR813-3: Specialized Translation: Business Domain

TR813-3: This specialized module aims at equipping students with the critical skills and advanced training needed in translating subjects like business, economics marketing, commerce, global reach and some governmental contracts and agreements. In TR813-3, students will develop advanced awareness of the different issues in the translation industry including intercultural differences, the use of translation-oriented technology such as CAT tools, etc. The course builds up on individual and group assignments followed by discussions of the students' work and covers a range of different texts that help students to become integrated in the wider translation community.

TR813-4: Specialized Translation: Literary Translation Domain

TR813-4: Literary Translation examines the practical issues involved in advanced translation in the area of Literary translation. It focuses on the theory and practice of translating literary texts. Students are trained to translate from among a group of selected Arabic and English literary texts and to read relevant theoretical material. They are encouraged to compile their insights, observations and theoretical derivations as they translate the assigned material. To achieve the maximum benefits from this course, students are expected to read the assigned theoretical material before they come to class, to complete weekly translation exercises on LMS and to write critical reports on what they translate.

TR813-5: Specialized Translation: Legal Domain

TR813-5: Legal Translation examines the practical issues involved in advanced translation in the area of legal translation. It will familiarize students with a variety of legal texts and approaches of translating them including contracts, leases, organizational by-laws, statutes, international treaties as well as other types of official documents. The students will be trained to identify and use the main terminologies, rhetorical features and language style used in the domain of legal translation.

TR813-6: Specialized Translation: Religious Domain

TR813-6: Translation of Religious Texts focuses on developing a deep understanding of the linguistic, cultural, and religious aspects that are essential for accurate and effective translation of religious texts. Students will explore various genres of religious-oriented texts including Islamic texts. Further, Islamic discourse and rhetoric are incorporated in such a way that mixes politics with Islam. Students will also practice translating Christian religious texts such as sermons. Through theoretical discussions, practical exercises, and case studies, students will enhance their translation abilities and gain insight into the challenges and nuances involved in translating religious texts.

TR814: AI Technology for Translators and Interpreters

TR814: AI Technology for Translators and Interpreters focuses on the recent technological developments in the fields of translation and interpreting. It examines the interrelation between Machine Translation (MT) and Artificial Intelligence (AI) technology and its impact on the quality of translation/interpreting. The module also creates critical awareness of the role of humans and machines in the revision process of translation. It acquaints students as well with cutting-edge AI computer-aided technologies used by professional translators and interpreters in addition to training them on the use of selected AI CAT/CAI tools in translation projects.

TR815: Audiovisual Translation

TR815: Audiovisual Translation will allow students to acquire an in-depth understanding of audiovisual translation and its applied practice. With today's expansion of digital video content, it is natural that much of that content demands to be localized and translated. Translators in the professional world are increasingly asked to translate video content in a way that can be streamed, embedded online, or otherwise distributed. Audiovisual Translation is a very distinctive field in translation, with several modalities: subtitling, dubbing, SDH to name a few. Each of these modalities has its specific characteristics, challenges, and requirements. Through various activities and exercises, students will use and evaluate the latest translation technologies, and manage a wide range of complex translation tasks to and from Arabic and English with tools, such as translation memory software, machine translation and term bases.

TR816: Simultaneous and Consecutive Interpreting

TR816: Simultaneous and Consecutive Interpreting equips students with the fundamental knowledge on key issues in oral translation as a cognitive-linguistic skill and an independent discipline from Translation Studies. It provides an advanced overview of the history and evolution of Interpreting Studies (IS) and the role of the interpreter in the industry. It also highlights the professional standards and ethics, conference procedures and the impact of technological advancement on the industry.

TR817: Arabic Stylistics for Translators

TR817: Arabic Stylistics for Translators provides a thorough overview of the fundamentals of Arabic writing style for translators and interpreters. It focuses on reading and analysing literary and non-literary Arabic texts to understand their structure and composition, and their relationship to Arabic culture. The aim is to enable the students to develop and advanced fluency and linguistic accuracy in writing in Arabic.

TR818: Translation Process and Procedures

TR818: Translation Process and Procedures aims at exploring text typology as well as extra- and intra-textual features of the Source Text to produce a functionally adequate Target Text. It provides students with an in-depth background on the translation process (mechanism and parameters) through individual and collaborative translation activities, including revision, peer review and quality control. It also introduces students to selected translation problems encountered in the translation process and various strategies and techniques to address them so that they make informed decisions in translation and defend these choices.

TR819: Project in Translation

TR819: Project in Translation is a compulsory module for non-thesis track, final year MA translation students. The module provides students with a valuable experience of translating an extended piece of work of their own choice from Arabic to English or vice versa with a commentary regarding the genre of choice and techniques applied in translation. Students can alternatively choose well known translations of Arabic-English, English Arabic texts and write a well-structured critique applying the theories learned during the course. The module is both practical and theoretical combining the techniques used in hands on translation with the taught theoretical frameworks. TR819 allows students to critically reflect on earlier translations of published texts and reassess them in relation to translation studies theories.

TR820: Semantics and Pragmatics for Arabic and English Translators

TR820: Semantics and Pragmatics for Arabic and English translators provides an in-depth exploration of the concepts of semantics and pragmatics, and their applications in the field of translation, with a focus on Arabic and English. Students will examine the meaning of words and sentences in context and develop an advanced understanding of how language is used to communicate meaning. They will also explore the cultural and social factors that influence the use of language, and how these factors impact translation.

TR821: Translation of Medical and Pharmaceutical Texts

TR821: Translation of Medical and Pharmaceutical Texts is designed to provide students with advanced training in translating specialized medical texts between English and Arabic. The goal is to equip them with the necessary skills to effectively analyze the scientific and informational language used in medical and pharmaceutical texts, identify the major challenges faced by medical translators at both the semantic and syntactic levels, and select appropriate translation strategies to overcome these challenges. Students will also become familiar with medical terminology, the Latin origins of key medical terms, and word formation rules such as prefixes and suffixes commonly used in medical terminology.

TR822: Contrastive Linguistics for Translators

TR822: Contrastive Linguistics for Translators provides an in-depth exploration of the differences between English and Arabic at the morphological, syntactic, textual, and stylistic levels in order to maximize knowledge of the SL and the TL. Ultimately, the module will enhance students' ability to produce translations that not only convey the content accurately but also capture the nuances of style and tone present in the source text.

TR823: Lexicology

TR823: Lexicology aims at providing a deep understanding of the lexis (of both English and Arabic) as a systemic whole, its development and the latest theories. The course acquaints students with the basic terminology utilized in the area of lexicology, focusing on word meaning, collocation, etymology and variants. Lexicographical issues covered include entries, dictionary types and size, explanations, translation, computer dictionaries and databases. The course will also present a thorough treatment of word-formation, its historical development, semantic and morphological aspects, with attention accorded to phraseology. Moreover, aspects of stylistics from the lexicological point of view will be briefly addressed.

TR830: Proposal Prep.

TR830: Proposal Prep module focuses on equipping the students with the necessary skills to prepare and structure a research proposal on an appropriate topic of their choice leading to their dissertation. Students will be assisted in planning, designing, and structuring their research proposal. They will also start reviewing the relevant literature by putting into practice the knowledge acquired in the studied Research Methods Module (TR812) as well as the knowledge they acquired in TR811 Translation Studies.

TR831: Thesis Module

TR831: Thesis Module includes an MA dissertation (12,000-16,000 words) that culminates the MA in Translation. It gives students a chance to demonstrate what they have learned throughout the programme via writing a piece of research on a Translation. The research should reflect a sound methodology, a robust review of related literature and a well-developed discussion. Tutors help decide on the focus of their dissertation, approve their research proposals and comment on draft sections of their work through the year.

10. TEACHING AND LEARNING METHODS

Knowledge and understanding are gained and developed through the study of the programme-required modules as well as the final dissertation. Learning outcomes are assessed primarily by means of tutor-marked assignments (TMAs). For the dissertation, you will choose a topic within an area studied earlier in the programme and write this up in 12,000 to 16,000 words. Tutors provide ungraded feedback on draft chapters, but the dissertation itself forms the examined component of this final module for the thesis track and a comprehensive exam for the non-thesis track.

Cognitive skills are developed and practiced through study of the course materials, and you will also have the opportunity to learn and practice these through group or individual

tutorial work. They are assessed in TMAs throughout the Programme and in the foundation module's final examination.

Practical and professional skills are taught cumulatively throughout the programme. The foundation module introduces basic postgraduate research skills and methods, including the use of libraries and the internet. Subject modules require longer pieces of writing, all designed to prepare you to undertake a final dissertation. You are assessed on these skills through a practice research proposal in the foundation module, extended TMAs in the foundation and subject modules, and the final dissertation or comprehensive exam.

Key skills are taught by a combination of published teaching materials, textbooks, detailed tutor feedback on written work, and participation in tutorials. This happens throughout the programme, although there is increasing emphasis on independent work towards the end. Essay-type TMAs particularly assess your ability to communicate effectively your knowledge and understanding of the subject matter of foundation and subject modules, and the full range of key skills are assessed in the dissertation module or comprehensive exam.

In general, MA teaching at AOU includes attendance of weekly classes (2 hrs. per week), meeting with tutors in their office hours (1 hr. a week per module), in addition to student-tutor contacts through the LMS, mobile calls and WhatsApp messages.

11. PROGRAMME KEY READINGS

Refer to Module Specifications – check the following link: www.arabou.edu.kw (the document will be posted after the validation in May 2024).

12. GCCs & STAFF ASSOCIATED WITH THE PROGRAMME MODULES

If you have any questions regarding the modules, contact the following General Course Coordinators (GCCs) and Branch Course Coordinators (BCCs):

Tutor's name and contact details	
Prof. Aziz Thabit Saeed	dean.el@arabou.edu.kw
Prof. Hayat Al-Khatib	hkhatib@aou.edu.lb
Prof. Ghada Abdel Hafeez	ghada.abdelhafeez@aou.org.bh
Prof. Nagwa Younis	nagwa.younis@aou.edu.eg
Dr. Dalia Saad	dalia.saad@aou.edu.eg
Dr. Rania Yacoub	r.yacoub@arabou.edu.kw

13. ASSESSMENT METHODS

AOU has explicit procedures for ensuring that student performance is properly judged, and academic standards are maintained through assessment practice to promote effective learning. All AOU assessments are conducted with rigour and fairness and with due regard for anonymity.

The following are some of the procedures which FLS implements:

- To guarantee objectivity in marking, students' names and registration numbers are covered on final examination scripts. Furthermore, in courses taught by more than one tutor, the principle of 'group marking' is applied in the marking of all scripts.
- FLS adopts transparent and fair mechanisms for marking and for moderating marks. All tutors responsible for marking are provided by the concerned GCC with model answers (approved by external examiners) to the questions they will be marking. In addition, grades given by campus tutors are centrally processed and moderated by relevant committees to ensure objectivity.
- FLS also ensures that faculty members involved in the assessment of students are competent to undertake their roles and responsibilities. This is done through training, directives and memos sent from AOU HQ as well as through posting relevant information on AOU website (e.g. *Assessment Booklet*).

MA MODULES ASSESSMENT:

Module assessment is based on two main types of written works:

- (i) Tutor-Marked Assignments (TMAs)
- (ii) Final Exams (FEs)

Students' module results will depend upon their achievements across the different components of assessment:

Continuous Assessment: This comprises the course TMAs, which represents 50% of the Overall Assessment Score (OAS).

Final Assessment: This consists of: ONE FINAL EXAM which represents 50% of the overall assessment score.

To pass a course, a student should obtain a minimum grade of C+, obtaining a minimum numerical score of 70 out of 100.

Students should pass all examined courses/modules with an accumulative average of not less than 3 points – i.e. an overall GPA of no less than B. For more details see MA Award Bylaws.

In the case of MA dissertation module, AOU MA bylaws state that students are required to present a dissertation acceptable to a board of examiners. This board of examiners will

consist of the student's supervisor (head of committee), one faculty member and an external examiner.

For more details, see the MA Award Bylaws.

How to Pass the Module?

In order to pass the course/module, a student must obtain:

- An average of at least 60% across in each of the two main components of assessment (i.e. Continuous Assessment and Final Assessment), obtaining a numerical grade of no less than 70 out of 100.
- In all these assessment components, students will be assessed according to criteria which are based on learning outcomes.

Allocation of Marks:

Students are required to do the following tasks for each MA module:

- (i) Prepare the required TMA
- (ii) Prepare a class presentation about the TMA
- (iii) Sit for one final exam

The following table shows the distribution of marks for the various types of course assessment in the MA modules.

Components		Total Mark
CONTINUOUS ASSESSMENT	TMA's	50
FINAL ASSESSMENT	FINAL EXAM	50
TOTAL		100

NOTES ON TMAs & FINAL EXAMS

Tutor-Marked Assignments (TMAs)

These assignments are spread out over the duration of course delivery. In addition to gauging student progress of study, they serve to invoke and develop investigative and research skills. TMAs carry 50% of the overall grade of the course.

Final Exams (FEs)

Final exams are typically of the essay type and are divided into two Sections/Parts, each covering one or two blocks/themes of the course as in the table below: Students will be required to answer 3 questions in 3 hours.

Part	Questions	Notes
A	1&2	The first part of the final exam is made up of two questions from which students answer one question. This part of the exam tends to be more theoretically oriented. The questions typically deal with very important/central topics.

B	3 & 4 & 5	This part consists of 3 questions and the questions tend to be more about application than theory. Students will have to answer two questions only. Each question is meant to test a certain block/theme
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Marking Descriptor for all MA Modules:

Letter Grade	Mark /100	Mark /50	Descriptor
A	90 -	45-50	Demonstrates full understanding of ST, including connotations, nuances. Exceptional command of TL (sophisticated expressions, appropriate style and word choices). No spelling or grammatical errors. Aware of complexity of original text and can translate this complexity correctly. No unnecessary omissions or additions; no ambiguity. Imaginative in translation which demonstrates an awareness of comparative stylistic features. High level.
B+	85 – 8	42-	Demonstrates full understanding of ST, including connotations, nuances. Excellent command of TL (sophisticated expressions, appropriate style and word choices). No spelling or grammatical errors. Aware of holistic nature of original text and can translate this correctly. No unnecessary omissions or additions; no ambiguity. Imaginative in translation which demonstrates an awareness of comparative stylistic features. High level.
B	75-84	37-41	Demonstrates a very good understanding of ST, including connotations, nuances. A very good command of TL syntax and lexis. Only very minor instances of over/ under translation, but no needless omissions or additions. Less sophisticated awareness of original text and may show some errors such as in modality, inappropriate paraphrasing, and inconsistencies. A reasonable range of translation strategies applied.
C+	70-74	35-	Demonstrates a good understanding of ST, including the information within the content and most connotations. Minor or infrequent instances of over/ under translation. Good command of syntax, grammar, and spelling. Some unidiomatic use of lexis and collocations seen. May have inconsistent use of register. May show some errors such as in modality, inappropriate paraphrasing, and

			inconsistencies in register. Less aware of the holistic nature of the text. A reasonable range of translation strategies are in use.
C	60-69	30-34	A broad understanding of ST, including the information within the content and most connotations. Increased appearances of omissions and additions at this level, which impacts on the overall reliability of the translation. Adequate command of syntax and grammar. Omissions may be high. Tends to adopt a more literal approach to translation although overall coherence is preserved in general. More spelling and grammatical errors.
D	50- 59	25-29	Adequate understanding of ST, including the information within the content but less so of the connotations. Average command of grammar and syntax. Errors are so frequent that it affects overall coherence and cohesion. Omissions fairly high. Unimaginative approach to translation process. Evidence of over or under translation leading to some distortion.
F	49-40	20-24	Significant level of distortion and omission (or addition) of information leading to substantial miscomprehension. Inadequate command of syntax, grammar, and spelling. Literal approach to translation; some sentences may not make sense.
	39-30	15-19	Some attempt is made to render information, but the level of omission or distortion is high enough to impair coherence and cohesion. Very poor command of TL syntax, grammar, and spelling.
	29-20	10-14	Very poor understanding of the ST. TT lacks coherence and cohesion due to the syntactical and grammatical and spelling errors.
	Below	Belo	Little attempt to render any of the information from the ST. TT largely unreadable and incomprehensible due to the high level of distortion, language and omissions.

Marking Descriptor for assessments focusing on theoretical aspects:

GRADE	Mark/100	Mark /50	CONTENT	LANGUAGE & ORGANIZATION
A			Excellent answers showing confident and wide-ranging knowledge of core material, good understanding of any relevant theory, and a capacity to address the question in a structured, direct and effective way, thoughtfully and with insight. Creativity of thought or ideas from outside the course are an added asset. Examples are to the point.	- Has an introduction, defining plan of the essay. - Body divided into several paragraphs / sections. - Conclusion that directly relates arguments to topic. - Evidence that it has been edited. - Error-free grammar & register. - Wide range of specialized terminology.
B+			Good answers showing very good knowledge of course material. Showing an analytical approach and providing relevant discussion covering most of the key issues. Distinguished from A answers by being less insightful or by showing less comprehensive knowledge of the course.	- First four criteria above maintained. - Demonstrates extensive grammar control. - Terminology specialized but less varied
B			Good answers showing good knowledge of course material and concepts. Showing a less robust analytical approach and providing relevant discussion covering many of the key issues. Reasons given to support ideas are clear but slightly weaker than in B+ above.	- Demonstrates good grammar and organization control. - Terminology specialized but less varied than in B+. - Evidence of editing.

			Theoretical and /or practical implications are explained, but not as clearly as is the case in A and B+	
C+			ent answers reflecting adequate knowledge of the more directly relevant course material and concepts, with reasonable structure and adequate coherence related to the question set.	- Introduction and /or conclusion short but still satisfactory. - Evidence of editing - Less grammar control than above - Good range of specialized terminology.
C			swers which attempt to draw upon relevant material but do not reflect sufficient knowledge of the course and/or neglect the focus required by the question, and/or are incomplete in some important respects whilst being acceptable in others.	- No / poor introduction and /or no / poor conclusion. - Body badly organized or irrelevant. - Poor grammar control (extremely limited range of grammar & register). - Limited or not specialized range of terminology.

- "C+" is a passing mark, but if a student gets a "C+" average two semesters in a row, the student will be disqualified from the programme.

Student Complaints and Appeals

AOU has an online complaint system which allows students to complain through the Examinations Department. The Branch Examinations Committee (BEC) considers these complaints, and the student is informed of its decision within one week. Students who do not wish to use the online system of complaints and appeal can file a complaint in person. The same committee considers appeals by students and it must respond within the same time frame.

14. GENERAL GUIDANCE ON WRITING ASSIGNMENTS

14.1 General Guidance on Completing Assignments

Presenting your work

Assignments should be word processed with double spacing. If you use a word processor, ensure that the printer has a good ribbon or cartridge: the process used to monitor standards requires us to be able to make clear photocopies of your work. The dissertation also must be word-processed. Make sure that you use the cover page posted by your tutor.

Using other materials and sources

For satisfactory completion of TMAs in postgraduate studies, you are encouraged to go beyond the reading materials provided. Occasionally, you may feel the need to draw upon sources other than those provided in the module – for example, from other books or academic journals and other sources. Wherever you cite such sources you must give a full reference that would allow someone else to find and verify your use of the work. Use the referencing conventions provided by your tutor.

14.2 Assessment Criteria for Assignments

The University Scale

FLS MA courses use a standard scale of performance as follows:

Letter Grade	Grades Range	Points
A	90 and above	4
B+	85 – 89	3.5
B	75-84	3
C+	70-74	2.5
C	60-69	Fail

In interpreting scores for individual assignments, remember that the final result status for the course depends on both continuous assessment and the final examination.

14.3 Structuring and Drafting your Assignments

The student notes appended to the TMAs provide guidance on how to approach each assignment. However, it is still important that you draft your work carefully before committing to the final text. Most writers change things as they write.

You need to pay particular attention to the development of your argument – perhaps drawing on what you have learnt about academic writing from your reading of each course material. Some people find it easier to write the introduction last of all, when they know what they are introducing. Others prefer to write the introduction first, outlining what they are going to do, and then refer back to it when writing the rest of their answer. In either case, reread the introduction when you have finished writing the assignment to make sure that it does indeed outline the work that you have written.

Structure the main body of your answer carefully, developing ideas and arguments systematically. Try to include ‘signposts’ to help your reader. For example, draw points

together at the end of a section, and then indicate how you are going to follow on from these in the next section. Do not be afraid to use headings and subheadings in your draft if you want to. Headings can help you to structure your argument and to see more clearly where you are in danger of including irrelevant material. Finally, remember not to introduce new points in your conclusion.

14.4 Writing Your Assignments

You are expected to write your assignments in standard English reflecting postgraduate scholarship. Your mark will be affected if your TMA is not written in good English grammar, vocabulary, spelling, writing techniques, etc. Indeed, the overall standard of your English should be high.

When you have finished your assignment, read it through carefully. Check that it is clear and provides a full answer to the question. You should also check aspects of presentation (spelling, punctuation, verb concord, etc.).

If you feel that you need additional support with academic writing, or if you have any specific difficulties, you should discuss this with your tutor early on in the course and try to work out a way of minimising any problems. You may also wish to visit the writing center in your campus for more assistance with your writing.

14.5 Plagiarism: AOU Policy and Procedure:

The Oxford English Dictionary defines plagiarism as “the wrongful appropriation or purloining, and publication as one’s own, of the ideas, or the expression of the ideas (literary musical, artistic, etc.) of another.” The following are considered acts of plagiarism:

- Verbatim copying of printed or internet and AI material including tables and graphics and submitting them as part of TMAs and dissertations without proper academic acknowledgement and documentation.
- Copying other students’ notes or reports including re-using one’s own old materials without referring to it, i.e. pretending that it is new.
- Using paid or unpaid material prepared for the student by individuals or institutions, i.e. material which is not the student's own work.
- Using or attempting to use prohibited materials or tools in examinations.

To address this issue of plagiarism, AOU has put in place an action plan that details the role of all key players:

1. Plagiarism Detection Software: The University is currently using Ouriginal across all the University campuses for all taught programmes. The Ouriginal software enables the module tutors to generate similarity reports highlighting the degree of similarity in

student work. Then the module tutors use their academic judgment to verify the nature of the similarity detected by Ouriginal as this software does not always produce accurate results. Once the tutors are convinced that the similarities highlighted in the Ouriginal similarity reports indeed constitute plagiarism, then tutors bring such cases to the attention of the module BCC and the PC to ensure that they are informed of these cases and to allow for these cases to be documented by the PC. This is a precautionary measure against any further dispute.

2. Raising Students' Awareness: Campuses hold seminars informing students as to what constitutes plagiarism. Students are also made aware of the penalties they face if they plagiarize.

3. Training Tutors: Newly-appointed academic staff are properly inducted through the preparatory induction workshops they attend, which develop their skills in using *Ouriginal* Software and dealing with plagiarism.

4. Improving Monitoring Processes: BCCs monitor tutors' feedback on TMAs rigorously, and ensure that no instance of plagiarism, which can be detected by a tutor, is overlooked.

5. Using Plagiarism Form: All TMAs contain a standard cover sheet that inform the students about plagiarism and its penalties; and that all TMAs are subjected to plagiarism detection devices. In addition, students must sign a declaration form stating that their TMAs are not plagiarized.

6. Penalty on Plagiarism: The following are the standard plagiarism penalties applied across campuses:

- Awarding Zero Mark in the assignment as per the *Plagiarism Scheme of Penalties*.
- Failure in the academic course.
- Dismissal from the University for one semester being subsequent to the semester during which the violation has occurred.
- Dismissal from the University for more than one semester.
- Definitive dismissal from the University.

The attributed penalty may be imposed on case-to-case basis without necessarily adhering to the sequence mentioned earlier.

Procedure:

As one of AOU good practices, the tutors always discuss with their BCCs and the PC during their meetings all issues that are related to teaching, assessment and all sorts of students' issues including that of the plagiarism cases. When the plagiarism case is proved, then they implement the penalties according to AOU Plagiarism policy and regulations. However, the student has the formal channel to file an appeal or complaint against the decision taken using the online appeal and complaint system.

14.6 Completing and Submitting your Assignments

You should hand in your TMA to your tutor by the cut-off date identified in the Assignment Booklet. A standard TMA Cover Form is posted on LMS. Attach the form to each TMA you submit. Please ensure that you complete the TMA Cover Form correctly. We recommend that you keep a copy of each assignment for reference and as a safeguard against the unlikely event that your submitted TMA is lost.

If you think you may be late in submitting an assignment, consult your tutor as soon as you can (and, in any case, *before* the submission date).

14.7 Marking and Grading

Generic marking criteria for assignments and examination:

In all the **assignments, and in the examination**, your work will be assessed according to the clear **generic marking criteria** which are based on the Learning Outcomes described above:

- the relevance of your answer to the specific question set
- the extent to which you display knowledge and understanding of the course material
- the extent to which you demonstrate the skills of analysis and description
- the extent to which you demonstrate critical interpretation and evaluation of evidence
- the extent to which you construct a persuasive academic argument, well supported by evidence
- the clarity of your expression and your use of academic conventions
- the extent to which you demonstrate the skills of independent study (particularly in the case of the dissertation you are required to do).

14.8 Marking Criteria for the Dissertation

Students who pass the nine required modules (the eight compulsory ones and the Prop. Prep.) with a GPA not less than 3 points will proceed to register in (TR831), the dissertation module. Once their work is done, the supervisor will assess their dissertation in accordance with the following criteria:

Assessment and Grading Criteria for the Dissertation (Adapted from the “**Criteria for Honors Dissertations, University of Queensland, Australia. English, Media Studies and Art History.**”)

The Dissertation should demonstrate the student's critical capacities, intellectual initiative, and writing skills, and show an ability to develop a consistent, coherent, and independent response to the Dissertation topic.

The Dissertation is normally assessed according to the following six marking criteria:

- Ability to Articulate and Explain the Dissertation Topic

- Quality of Scholarship and Research
- Ability to Use Appropriate Theoretical and/or Methodological Concepts and Terminology
- Quality of Argument
- Quality of Structure and Organization
- Standard of Presentation

How well a Dissertation satisfies the criteria determines the result it receives. A Dissertation is normally expected to meet the requirements of all the criteria equally. The criteria are not listed in any order of priority since each Dissertation, within the general standard required, pursues its own topic and hence needs to meet its own intellectual requirements.

The criteria should form the basis of ongoing discussions between the student and the supervisor, as part of the assistance and feedback provided to students seeking to achieve excellence.

Points to Consider in Ensuring the Dissertation Satisfies the Criteria:

The following points are intended to assist you to ensure that the Dissertation will satisfy the criteria and assist the examiners in determining the mark and grade awarded. However not all the following points may be relevant or equally important, for all Dissertations.

Ability to Articulate and Explain the Dissertation Topic

- Does the Dissertation clearly articulate and explain the research question or scholarly problem that it considers?
- Are all keywords and key concepts carefully and clearly explained?

Quality of Scholarship and Research

- Have previous scholarly analysis, criticism, and research relevant to this topic been identified and considered?
- Is this previous scholarly material incorporated competently (e.g. by quotation, paraphrase, and/or commentary) and meticulously acknowledged by citation?
- Does the Dissertation demonstrate competence in understanding and evaluating this material?
- Have any similarities and/or differences between this Dissertation and previous investigations been clearly indicated?
- Has there been a rigorous regard to accuracy, thoroughness, and the ethical issues associated with the particular field of enquiry?

Ability to Use Appropriate Theoretical and/or Methodological Concepts

- Does the Dissertation show evidence that appropriate theoretical and/or methodological texts have been read, and relevant concepts understood?

- Does the Dissertation engage in an informed and confident way with these concepts?
- Does the Dissertation make its own theoretical and/or methodological approach clear and justify that approach?

Quality of the Argument

- Does the Dissertation formulate a coherent and developing argument?
- Does it address the topic, explore its parameters, and draw in materials relevant to the argument?
- Does it lead to a well-formed, conclusive statement incorporating the major findings?

Quality of Structure and Organisation

- Does the Dissertation have a logical structure given its course matter and overall approach?
- Is there an appropriate form of introduction and conclusion either as separate sections or as parts of the first and last sections respectively?
- Does this structure distinguish major from minor points and apportion its word allocation accordingly?
- Is there an excessive reliance on quotation, paraphrase, or other primary or secondary material?
- Does it conform to the word-length requirement for 12,000-15,000 words?

Standard of Presentation

- Is the standard of written expression acceptable?
- Does it correctly cite and reference all source materials used in the project, normally using as a style guide the current edition of the MLA Handbook for Writers of Research Papers (or the Linguistics Style Guide) or Harvard style?
- Has it been carefully proofread to ensure the accuracy of spelling, grammar and punctuation, quotations and references, including cross-references and clarity of expression? Is all of the material accurately paginated and sequenced?
- Has an abstract been provided?
- Has a statement of authenticity been provided and signed on all copies submitted? The following statement of authenticity has to be signed by the student:

This is to certify that the content of this dissertation is, to the best of my knowledge, my own work. This dissertation, in whole or in part, has not been submitted for any degree or other purposes. I certify that the intellectual content of this dissertation is the product of my own work and that all the assistance received in preparing this dissertation and sources have been acknowledged.

- The cover and title page should clearly state the candidate's name, the full title of the dissertation, the degree for which it is submitted, the year as well as the AOU campus name. In addition, it should also identify the supervisor, and contain the following statement: 'A dissertation presented in partial fulfilment of the requirements of the degree of MA.'

GRADING OF DISSERTATIONS

As stated in the AOU MA Award Bylaws, students will be subjected to a viva by a committee consisting of:

- A. The Supervisor (chairman)
- B. A faculty (FLS) member (member)
- C. An external examiner (member)

This committee will be formed by the Faculty Council upon a recommendation by the MA in Translation Postgraduate Board. The result of the viva will be one of the following:

- 1. Pass
- 2. Fail
- 3. Referred

A referred student is given a maximum of four months to re-submit his / her dissertation. A failed student will get another chance. If s/he fails again, s/he is not allowed a second re-submit. In such a case, s/he may apply for an exit award (a diploma) which would be granted by the Open University-UK only in accordance with programme regulations and AOU Master's Bylaws. According to the said bylaws, a failed student is barred from registering again in the same Masters' Programme.

15. Pastoral Student Support & Extenuating Circumstances

15.1 AOU Pastoral Student Support: Pastoral student services refer to services, guidance, and advising AOU gives to its students to effectively meet their academic, personal, and social needs.

Formal and informal arrangements for student support are campus-based activities. Support and guidance, academic advising, induction, special needs support, financial support, health care, on-campus activities are all provided through campus facilities according to the campus resources that go in line with AOU policies and regulations.

Support and Guidance

In each AOU campus, there is a well-established Student Affairs Office, which represents the main link between students and the University. They are empowered with highly qualified and well-trained staff to offer extensive support and guidance services to students in all aspects of their experience including social and personal

problems/ issues. They also support students and organize academic, social, and cultural events. Career guidance is provided through Student Affairs Offices.

Academic Advising

FLS, like other AOU faculties, provides its students with very good academic advising services. Each new postgraduate student is assigned an academic advisor who is from the faculty in which the student is enrolled. The academic advisor takes the initiative to:

1. Provide timely and accurate advising on academic matters.
2. Clarify information on academic requirements, policies, and procedures.
3. Assist the students in identifying and pursuing realistic educational goals and objectives.
4. Offer advice on how to maximize the learning, how to enhance performance, how to conduct assignments properly, how to guard against plagiarism, how to enable excelling students to progress and excel further, ... etc.
5. Be sensitive to issues related to students' retention.
6. Monitor students designated educational transactions (e.g. course registration and graduation requirement).

Induction Arrangements

Induction is provided to newly admitted students at the very outset of every semester. It acts as the navigation map thus reducing a considerable amount of their stress and building their expectations towards learning at AOU. The campuses – in close coordination with the FLS Deanship – take several important measures to help the newly admitted students cope with and proceed well in their studies.

During the induction session, students are:

- Introduced to AOU vision, mission, objectives and culture.
- Familiarized with the characteristics of AOU system of learning.
- Provided with information about the courses they should take.
- Advised on how to organize their time and whom to contact for advice.
- Provided with information on campus resources and support services.
- Familiarized with Student Information System (SIS), E-Library, Learning Management System (LMS) and the physical surroundings of the campus.
- Informed about their rights and responsibilities as members of AOU community.

As for second-year students, they are provided with induction training on how to write up their proposals and dissertations. The aim of this induction training is to have them pay attention to this matter as early as possible so that when they start writing their proposals and then the dissertations, they are fully ready.

Special Needs Support

AOU is highly conscientious about providing the best care and support to any student challenged with a physical, mental, or emotional disability that hinders his/her academic journey. AOU enables this through disability service support which includes physical aids on campus as ramps, railing support, special computers and software, and assistance during exams ... etc.

Testing Students with Special Needs

There are measures undertaken in order to provide a comfortable atmosphere for students with special needs to help them pass the exams successfully which include:

- A person assigned by the University to assist students with special needs in their exams (under the supervision of the Examination Department).
- A special hall allocated for students who have health problems (under the supervision of the Examinations Department).

With reference to Article 11(E) “Continuous Assessment” and Article 12 (C) “Final Examination” from the Master Degree Award Requirements Bylaws, special-needs students whose health situation has a negative effect on their performance in TMAs, other continuous assessment tasks, and the final should present proof to this effect to the Campus Programme Coordinator who shall refer their case to the Campus Rector to take a proper decision.

Financial Support

The University has a fund called “AOU student fund” for the purpose of financially supporting the students in need as well as honouring the distinguished students by giving them grants and subsidies.

All AOU campuses give financial aid to students in need who meet special conditions. Announcements are published on the Campus University Website clarifying the procedures and deadlines for accepting applications which are evaluated by the University Administration. Financial support is routed through the Student Affairs Department.

Equal Opportunities

All students are treated equally as AOU ensures that students are appropriately taken care of and not disadvantaged throughout their period of study at the University. The Equal Opportunity and Respect for Diversity Policy prohibits any discrimination, harassment or victimization against any student or staff.

Health and Safety

Health and safety measures are implemented in all AOU campuses. Health and Safety policies are in place to provide students and staff with a sense of security. In each AOU campus, there is well established infirmary to provide clinical services to students.

15.2 Extenuating Circumstances

AOU has well established policies and procedures for handling students' extenuating circumstances and providing them with maximum flexibility in terms of the mode of study, selection of tutorial timings etc. The students may even defer their studies, if necessary, against a genuine request as will be highlighted in the Procedure section.

Extenuating circumstances are defined as circumstances beyond the student's control which have an impact on student's course attendance or preventing the student from submitting the TMA by the deadline or not being able to attend the Final Examination or submit a dissertation. In general, extenuating circumstances are of a medical or personal nature affecting the student for a certain period of time specific to the day of the examination, or immediately preceding the time of the course work submission deadline.

AOU classifies the following as extenuating circumstances:

- Serious accident
- Severe illness
- Death or severe illness of an immediate kin that includes spouse, children, parents
- Sudden onset of mental / physical health problem
- Natural disaster or political turmoil

AOU categorically stipulates circumstances that it does not consider as extenuating:

- Work based obligation
- Family functions and rituals, such as weddings and 'rites of passage'. However, students who have caring responsibilities are given special allowances in terms of meeting deadlines and taking examinations provided that they submit evidence to the PC maximum of seven days after the submission examination date is due.
- Job Interview
- Minor illness as cough, cold, fever etc.
- Religious festivals
- Social and/or family obligation
- Ignorance of University rules and regulations

Procedure:

With reference to the master's degree Award Requirements Bylaw at Arab Open University Articles 8(B), 11(F) and 12(E), students with extenuating circumstances or "force majeure" are requested to do the following:

- If a student fails to register in a certain semester within the dropout periods announced by the University, he/she shall be considered a dropout unless the student submits "a force majeure excuse" to the PC during a specified period within the dropped-out semester. If the excuse is approved, the student shall be considered deferred instead of dropped out. The period shall be counted as part of the allowed deferral period. (Article 8B)
- If a student fails to submit his/her TMA on the specified date and time, the zero mark shall be given to him/her unless the student submits a force majeure excuse not later than seven days after the TMA submission deadline. In such cases the student can be given a grace period of up to seven days or till the end of the special circumstances, such as sickness, travel, ... etc. (Article 11F)
- If a student is absent from the Final Examinations, he/she shall earn a zero mark unless he/she submits a force majeure excuse within seven days after the Final Examinations convening date. In case the excuse is accepted, letter (I) – symbol for Incomplete – shall be entered onto his academic record if he/she had not failed in the continuous assessment. (Article 12E)

Important Contact Information for the services mentioned above:

A. Contact Information

Please check the website of the AOU campus in your country

16. SCHEDULE FOR THE AWARD REGULATIONS

(Adapted from Open University-UK regulations)

You may not submit material which you have included in a previous submission for a higher degree or other academic award of this or any other awarding body. You may refer to this material in your dissertation as long as you say so in the dissertation and the accompanying statement.

DISSERTATION DEADLINE

If you need to do a dissertation for a degree, you must submit it by the date given for the particular programme. It must meet the following regulations in this schedule.

DOCUMENTS NEEDED

You must submit:

(a) two copies of the work, including supporting material (for example, diagrams and other resources);

- (b) four copies of a summary of 200 to 400 words (one of these copies should appear at the beginning of each copy of the dissertation); and
- (c) a statement as to what part, if any, of the material you have previously used for another degree or other qualification of this or any other university or institution.

DEPOSITION

Both copies of the dissertation and any supporting material will become AOU property.

TEXT FORMAT

The text of the work must be either typewritten or printed in letter-quality or near-letter-quality print on international A4 (297 millimeter x 210 millimeter) paper of good quality. It may be typewritten or printed on both sides of the paper. The minimum widths of the margins (to allow for comments) should be as follows.

- Inside margin 40 millimeters
- Top and outside margins 15 millimeters
- Bottom margin 20 millimeters

You should number the pages and include a table of contents. You must provide a list of illustrations (if any) and a list of all the separate items you have attached (for example, maps, plans, slides, tapes and films). The title page and front cover must include:

- (a) your full name and degree.
- (b) your personal reference number (Univ. ID).
- (c) the title of the dissertation.
- (d) the degree that it is for (MA in English Literature).
- (e) the date you are submitting it.

BINDING

The papers should be secured so that they will stay firmly in place when the volume is opened fully, for example, stapling, ring-binding or spine binding.

OTHER MATERIAL

You can submit diagrams, maps and similar documents in a folder of any size, which has the same details on it.

Work presented in other forms (for example, on film, slides or audio tapes) should be recorded by a suitable process on good-quality material. The item should last for a long time and be able to be viewed on our equipment.

You should put the item in an appropriate container, which has the same details on it.

LANGUAGE

The work must be written in English. Brief quotations in foreign languages are allowed.

17. MA IN TRANSLATION POST-GRADUATE BOARD

MA in Translation Post-Graduate Board	
Chair	Professor Aziz Thabit Saeed, Dean of FLS
Members	Prof. Hayat AL-Khatib, Lebanon Campus PC
	Dr. Dalia Saad, Egypt Campus PC
	Dr. Rania Yaqoub – Asst Dean
	Dr. Omyma Karrar, Head of Quality Assurance Department (QAD)

18. PROGRAMME CALENDARS

Information about the Programme calendar for each module will be posted on LMS at the beginning of the semester in which a module is offered.

We wish you the very best of luck!

April 2024

Appendix I

TMA Booklet **MA in Translation**

I. Nature of the TMA

The TMA (Tutor-Marked Assignment) is an essay type assignment that assesses your ability to communicate effectively your knowledge and understanding of the subject matter of each of the modules in the MA in the Translation programme. In addition to gauging your progress of study, it serves to invoke and develop your investigative and research skills.

The TMAs, therefore, aim to develop intellectually independent Translation candidates with the ability to research and present module-related topics in an organized and convincing manner.

The TMA question(s) will involve engagement with and critique of a current theory or advanced scholarship by writing an academic position paper on a relevant study area, displaying knowledge and understanding of a module-related topic at an advanced level. Through TMA writing, you demonstrate in-depth theoretical knowledge and insight in tackling module-related themes from a variety of perspectives, indicating critical competencies and life-long learning leading to a successful career in Translation.

II. Grading

Each TMA will be graded out of 50 marks. The other 50 marks are assigned to the final examination.

III. Learning Outcomes of the TMA:

In completing a TMA for a Translation module, you are expected to demonstrate knowledge and understanding of:

1. The relationship between research and the various kinds of educational practices to which it can relate;
2. Recent research and effective practice in translation;
3. Ethical frameworks and measures appropriate to educational contexts in translation;
4. Processes involved in carrying out a research enquiry in a relevant area of study within the identified themes of the programme.

In addition to the four specific learning outcomes stated above, the following are general outcomes that have to be demonstrated in the TMA. That is, in completing a TMA, you are expected to show descriptive, analytical, cognitive, interpretation and communication skills to:

1. Analyze and describe major concepts and theories in translation studies, using appropriate terminology.
2. Apply and refine critical thinking skills in relation to Arabic to English and English to Arabic translation.
3. Construct a coherent argument, clearly focused on the topic under discussion;
4. Develop good academic practice in the acknowledgement of source materials and presentation of references or bibliographies.
5. Present written work to a high standard.
6. Respond to tutor feedback about improving the effectiveness of written communication.

7. Work independently, scheduling tasks and managing time effectively;
8. Make independent judgements;
9. Assess the value of evidence critically (including quantitative and qualitative data).

IV. Module-specific TMA Question/Questions

The TMA question could consist of one or more parts and each part could consist of steps to be followed in writing the TMA depending on the nature of the module and on its contents (**see Appendix II for a TMA sample**).

The General Course Coordinator (GCC) of each module will post on LMS the TMA question together with a step-by-step explanation of how to handle the assignment. Also, tutors will answer students' questions pertinent to the TMA in the classroom, during office hours and on the LMS. The information presented in this TMA booklet should guide you towards completing your TMA successfully.

V. Structuring and drafting your TMA

You are expected to write 3000 words in each assignment in English of a standard reflecting postgraduate study. Particular attention should be paid to the development of arguments supported by evidence and examples from the taught material and associated readings. Innovative ideas shall be deemed as an added asset.

The attained mark shall match the relevance of the content of the TMA to the question as well as the extent to which the TMA is written in good English, using correct grammar, vocabulary, spelling and writing techniques. Indeed, the overall standard of English should be high, and this is reflected in the TMA assessment criteria (see below).

In drafting the TMA, some students find it easier to write the introduction last of all, when they know what results they reached. Others prefer to write the introduction first, outlining what they are going to do, and then refer back to it when writing the rest of their answer. In either case, you are encouraged to reread the introduction when you have finished writing the assignment to make sure that it does indeed outline the work that you have written and the results that you have reached.

You need to structure the main body of the TMA carefully, developing ideas and arguments systematically. In addition, you should try to include 'signposts' to help your reader; for example, drawing points together at the end of a section, and then indicating how these will be followed up in the next section.

VI. Presenting your TMA

The TMA should be written and submitted through the *Ouriginal* system found in the LMS. Your name and ID should appear on the coversheet of the TMA (see coversheet at the end of this booklet). Sufficient space on each page, such as a wide left-hand margin, should be left for tutors to provide their feedback and comments in case a tutor decides to download a hardcopy. Also, assignments

should be word processed with double spacing; to enable making clear photocopies of your work, for purposes of monitoring and quality control. You should ensure that TMA presentation is clear and succinct and that it adheres to the limited word length to best advantage.

VII. Using other materials and sources

For a satisfactory completion of TMAs at postgraduate level, you are encouraged to go beyond the readings provided; you need to refer to other relevant books and academic journals as well as any other related sources. Full references are required in citation to allow verification of use of the work. Referencing conventions are described below.

References

Referencing is an important issue in the presentation of your written work. Guidance about how to apply the **Harvard** system to different types of references is provided in the *Student Handbook*. It is also summarized below:

Books

Single author

- in the essay/ text (Fowler, 1991, p. 16)
- in the reference section: Fowler, R. (1991) *Language in the News*, London, Routledge.

Two authors

- in the essay/ text (Bloor and Bloor, 1995, p. 32)
- in the reference section: Bloor, T. and Bloor, M. (1995) *The Functional Analysis of English: a Hallidayan approach*, London, Edward Arnold.

A single author's chapter in an edited collection

- in the essay/ text: (Heath, 1986, p. 21)
- in the reference section: Heath, S. B. (1986) 'The functions and uses of literacy' in Castell, S., Luke, A. and Egan, K. (eds) *Literacy, Society and Schooling: a Reader*, Cambridge, Cambridge University Press.

Articles in journals

Single author

- in the essay/text: (Heath, 1982, p. 58)
- in the reference section: Heath, S. B. (1982) 'What no bedtime story means: narrative skills at home and school', *Language and Society*, 11, pp. 49-76

Government publications

- in the essay/text: (Central Advisory Council for Education, 1967, p. 2)
- in the reference section: Central Advisory Council for Education (1967) *Children and their Primary Schools*, London, HMSO (The Plowden Report).

Authors cited or quoted in books

Single author

- in the essay/ text: (Howard, cited in Heath 1994, p. 73)
- in the reference section: Heath, S. B. (1994) 'What no bedtime story means: narrative skills at home and school' in Maybin, J. (ed.) *Language and Literacy in Social Practice*, Clevedon, Multilingual Matters in association with The Open University.

VIII. Completing and Submitting Assignments

As indicated above, TMAs should be submitted to your course tutor through the *turnitin* system by the cut-off date assigned. A standard TMA Cover Form is included at the end of this booklet. This cover form needs to be attached to every submitted TMA.

In cases of unforeseen circumstances that may prevent a student from abiding by the cut-off date of a TMA, the student should consult with the course tutor as soon as this is anticipated and, in any case, *before* the submission date.

Posting TMAs and/or tutor comments on AOU portals or other means of public distribution is not permitted.

IX. What Constitutes Plagiarism or Cheating?

TMAs provide a vehicle for assessing your performance during a course. They contribute to the overall course result. By submitting work that is not one's own, you deny yourself the benefit of this valuable learning strategy. Copying the work of others would be counter-productive to the goal of understanding the course work and to real achievement. Most students will not wish to take such a negative approach to studying, and the University does not tolerate it.

If a student submits an assignment that contains work that is not their own, without indicating this to the marker (acknowledging the sources), this is considered an act of 'plagiarism'. This might occur in an assignment when:

- using a choice phrase or sentence that you have come across
- copying word-for-word directly from a text
- paraphrasing the words from a text very closely
- using a text downloaded from the Internet
- borrowing statistics or assembled facts from another person or source
- copying or downloading figures, photographs, pictures or diagrams without acknowledging the source
- copying from the notes or essays of a fellow student
- copying from your own notes, on a text, tutorial, video or lecture, which contain direct quotations.

(Slightly adapted from an OU document on quoting versus plagiarism)

Plagiarism may occur inadvertently due to inexperience. So, you are advised to read carefully all the course-specific study advice that you receive in your mailings, as well as refer to the *Student Handbook*, especially statements concerning plagiarism and how to reference sources. It is important to remember that plagiarism is strictly barred and would be subject to punitive action by the Arab Open University.

Although you are encouraged to show the results of your reading by referring to and quoting from works on the subject, copying from such sources without acknowledgement is deemed to be plagiarism and will not be accepted by the University. You are encouraged to collaborate with others in studying, but submitted work copied from or written jointly with others is not acceptable. You will be asked to sign a statement to confirm that all assessment work you have submitted is your own (see the Cover Form provided at the end of this booklet). Submitting work that has been done by someone else and persistent borrowing of other people's work without citation are obvious instances of plagiarism and are regarded as cheating. It is intellectually dishonest to cheat and thus give one student an unfair advantage over others. If a case of plagiarism is proven, this is a serious offence, and the Arab Open University disciplinary procedures will be applied (please refer to AOU Examination and Assessment Bylaws and Students' Code of Conduct and Disciplinary Bylaws at the AOU).

X. The marking criteria

The TMA carries 50% of the overall grade of the course. The marking criteria cover content and language components in an 80 to 20% ratio. This means that out of the 50 marks allocated for the TMA, 40 marks are allocated for content and 10 marks for language. The marking of the TMA is monitored by the Branch Course Coordinator (BCC), and samples will be sent, together with reports, to FLS Dean every semester.

Assessment Criteria for Assignments

AOU follows a fixed scale grade system for both the BA and MA programmes and such information is posted on SIS. The following is the MA grade scale.

Letter Grade	Grades Range	Points
A	90 and above	4
B+	85 – 89	3.5
B	75-84	3
C+	70-74	2.5
C	60-69	fail

The final result status for the course depends on both TMA (50%) and the examination (50%).

TMA's will be graded according to the following criteria, which also mirror the learning outcomes of the TMA:

- ***Relevance of the answer to the question as set***
Tutors will look for evidence that you have clearly understood the question, and directed your answer accordingly.
- ***Knowledge and understanding of course materials***
Tutors will look for explicit evidence that you have read and understood the relevant parts of the course material. You should demonstrate that you have

understood the key elements of particular approaches to theorizing and researching relevant literature. The material should be used critically and imaginatively, rather than just reproduced.

- ***Practical application of ideas in the course***

Where appropriate, you should show awareness of the strengths and limitations of particular approaches to theorizing and researching critical works, and demonstrate how these can be applied to everyday life.

- ***The ability to present and pursue an argument***

The tutor will examine how effectively you have developed and sustained a well-reasoned argument in the assignment, supported with appropriate evidence from course materials and, when required, extra curriculum data.

- ***Presentation***

Assignments should be clearly structured and written, with headings and 'signposts' where appropriate. References should be set out as stipulated above. More specific guidance is given for each TMA.

The holistic Marking Descriptor for all TMAs in the MA in Translation modules is detailed below:

Letter	Mark /100	Mark /50	Descriptor
A	90 -100	45-50	Demonstrates full understanding of ST, including connotations, nuances. Exceptional command of TL (sophisticated expressions, appropriate style and word choices). No spelling or grammatical errors. Aware of complexity of original text and can translate this complexity correctly. No unnecessary omissions or additions; no ambiguity. Imaginative in translation which demonstrates an awareness of comparative stylistic features. High level.
B+	85 – 89	42- 44	Demonstrates full understanding of ST, including connotations, nuances. Excellent command of TL (sophisticated expressions, appropriate style and word choices). No spelling or grammatical errors. Aware of holistic nature of original text and can translate this correctly. No unnecessary

			omissions or additions; no ambiguity. Imaginative in translation which demonstrates an awareness of comparative stylistic features. High level.
B	75-84	37-41	Demonstrates a very good understanding of ST, including connotations, nuances. A very good command of TL syntax and lexis. Only very minor instances of over/ under translation, but no needless omissions or additions. Less sophisticated awareness of original text and may show some errors such as in modality, inappropriate paraphrasing, and inconsistencies. A reasonable range of translation strategies applied.
C+	70-74	35- 36	Demonstrates a good understanding of ST, including the information within the content and most connotations. Minor or infrequent instances of over/ under translation. Good command of syntax, grammar, and spelling. Some unidiomatic use of lexis and collocations seen. May have inconsistent use of register. May show some errors such as in modality, inappropriate paraphrasing, and inconsistencies in register. Less aware of the holistic nature of the text. A reasonable range of translation strategies are in use.
C	60-69	30-34	A broad understanding of ST, including the information within the content and most connotations. Increased appearances of omissions and additions at this level, which impacts on the overall reliability of the translation. Adequate command of syntax and grammar. Omissions may be high. Tends to adopt a more literal approach to translation although overall coherence is preserved in general. More spelling and grammatical errors.
D	50- 59	25-29	Adequate understanding of ST, including the information within the content but less so of the connotations.

			Average command of grammar and syntax. Errors are so frequent that it affects overall coherence and cohesion. Omissions fairly high. Unimaginative approach to translation process. Evidence of over or under translation leading to some distortion.
F	49-40	20-24	Significant level of distortion and omission (or addition) of information leading to substantial miscomprehension. Inadequate command of syntax, grammar, and spelling. Literal approach to translation; some sentences may not make sense.
	39-30	15-19	Some attempt is made to render information, but the level of omission or distortion is high enough to impair coherence and cohesion. Very poor command of TL syntax, grammar, and spelling.
	29-20	10-14	Very poor understanding of the ST. TT lacks coherence and cohesion due to the syntactical and grammatical and spelling errors.
	Below 20	Below 10	Little attempt to render any of the information from the ST. TT largely unreadable and incomprehensible due to the high level of distortion, language and omissions.

Marking Descriptor for assessments focusing on theoretical aspects:

GRADE	Mark /100	Mark /50	CONTENT	LANGUAGE & ORGANIZATION
A			Excellent answers showing confident and wide-ranging knowledge of core material, good understanding of any relevant theory, and a capacity to address the question in a structured, direct	- Has an introduction, defining plan of the essay. - Body divided into several paragraphs / sections. - Conclusion that directly relates arguments to topic. - Evidence that it has been edited. - Error-free grammar & register.

			and effective way, thoughtfully and with insight. Creativity of thought or ideas from outside the course are an added asset. Examples are to the point.	- Wide range of specialized terminology.
B+			Very good answers showing very good knowledge of course material. Adopting an analytical approach and providing relevant discussion covering most of the key issues. Distinguished from A answers by being less insightful or by showing less comprehensive knowledge of the course.	- First four criteria above maintained. - Demonstrates extensive grammar control. - Terminology specialized but less varied
B			Quite good answers showing good knowledge of course material and concepts. Adopting a less robust analytical approach and providing relevant discussion covering many of the key issues. The reasons given to support ideas are clear but slightly weaker than in B+ above. Theoretical and /or practical implications are explained, but not as clearly as is the case in A and B+	- Demonstrates good grammar and organization control. - Terminology specialized but less varied than in B+. - Evidence of editing.

C+			Competent answers reflecting adequate knowledge of the more directly relevant course material and concepts, with reasonable structure and adequate coherence related to the question set.	- Introduction and /or conclusion short but still satisfactory. - Evidence of editing - Less grammar control than above - Good range of specialized terminology.
C			Fail answers which attempt to draw upon relevant material but do not reflect sufficient knowledge of the course and/or neglect the focus required by the question, and/or are incomplete in some important respects whilst being acceptable in others.	- No / poor introduction and /or no / poor conclusion. - Body badly organized or irrelevant. - Poor grammar control (extremely limited range of grammar & register). - Limited or not specialized range of terminology.

Generic marking criteria for assignments

In all the assignments, works will be assessed according to the following generic marking criteria, which are based on the Learning Outcomes described above:

- the relevance of the provided answer to the specific question set
- the extent to which the TMA displays knowledge and understanding of the course material
- the extent to which the TMA demonstrates the skills of analysis and description
- the extent to which the TMA demonstrates critical interpretation and evaluation of evidence
- the extent to which the TMA constructs a persuasive academic argument, well supported by evidence
- the clarity of expression and use of academic conventions
- the extent to which TMA demonstrates the skills of independent study.

XI. The overall assessment *word count* expected from students for each module

Academic essays/articles for MA in Translation TMAs are set appropriate to the assessment outcomes. For Programme Modules, TMAs have 3000 word length.

Word count will include everything in the main body of the text including headings, tables, citations, quotes, lists, etc. The list of references and appendices are **NOT** included in the word count.

The word count must be clearly and correctly stated on the title page of the TMA. A 10% margin is allowed. Below this margin or above it, students will be penalized for inability to present the expected work within the set limit.

XII. In cases of encountered difficulties

In cases of encountered difficulties, additional support can be discussed with the tutor early on in the course to work out ways of solving any potential problems.

Tutor Marked Assignment (TMA)

FACULTY OF LANGUAGE STUDIES MA TMA COVER FORM

Branch:		Programme:	
Module Title:		Module Code:	
Student Name:		Student ID:	
Section Number:		Tutor Name:	
Mark Allocated to TMA	STUDENT MARK		
50%	Earned Mark : Marks awarded on content and language out of (50).		
	50 Comments on the <i>content</i> and <i>language</i> of your answer will be given on the Feedback Form.		

No of words: _____

Notes on plagiarism:

A. According to the Arab Open University by-laws, "the following acts represent cases of cheating and plagiarism:

- Verbatim copying of printed material or AI and submitting them as part of TMAs without proper academic acknowledgement and documentation.
- Verbatim copying of material from the Internet, including tables and graphics.
- Copying other students' notes or reports.
- Using paid or unpaid material prepared for the student by individuals or firms.

B. Penalties for plagiarism range from failure in the TMA to expulsion from the university.

Declaration: I hereby declare that the submitted TMA is my own work and I have not copied any other person's work or plagiarized in any other form as specified above.

Student Signature: _____

TMA feedback:

- *The relevance of answer to the question as set*
- *Knowledge and understanding of course materials*
- *Practical application of ideas in the course*
- *The ability to present and pursue an argument*
- *Presentation and language*

Appendix II:

A sample TMA

TR811: *Translation Studies*

The following pages provide a sample TMA for *TR811: Translation Studies*, which is a module that requires a particular type of TMA layout. We have prepared this sample to function as an example of how module TMAs are constructed and how this one in particular is tailored.

Tutor Marked Assignment (TMA)

TR811: Translation Studies FACULTY OF LANGUAGE STUDIES **TMA** COVER FORM

Branch:		Program:	
Module Title:		Module Code:	
Student Name:		Student ID:	
Section Number:		Tutor Name:	
Mark Allocated to TMA	STUDENT MARK		
50%	Earned Mark : Marks awarded on content and language out of (50).		
	50 Comments on the <i>content</i> and <i>language</i> of your answer will be given on the Feedback Form.		

No of words: _____

Notes on plagiarism:

- C. According to the Arab Open University by-laws, “the following acts represent cases of cheating and plagiarism:
- Verbatim copying of printed material and submitting them as part of TMAs without proper academic acknowledgement and documentation (including own).
 - Verbatim copying of material from the Internet, including tables and graphics.
 - Copying other students’ notes or reports.
 - Using paid or unpaid material prepared for the student by individuals or firms.
- D. Penalties for plagiarism range from failure in the TMA to expulsion from the university.

Declaration: I hereby declare that the submitted TMA is my own work and I have not copied any other person's work or plagiarized in any other form as specified above.

Student Signature: _____.

TMA feedback:

- *Relevance of the answer to the question as set*
-
-
-
- *Knowledge and understanding of course materials*
-
-
-
- *Practical application of ideas in the course*
-
-
-
- *The ability to present and pursue an argument*
-
-
-
- *Presentation and language*
-

Question

In a 3000-word essay, provide a critical reflective discussion on how different translation theories offer distinct perspectives on the process of achieving equivalence. Provide examples from real-world translation projects to illustrate the complexities of achieving equivalence and the strategies employed by translators to overcome these challenges.

Areas of Discussion

The TMA requires that you provide a critical reflective account of various aspects of translation studies, including theoretical frameworks, practical challenges, and real-world applications. The essay must include an ongoing reflection about:

- 1) What you have learned from the translation theories, approaches and contemporary debate (LOs 1&2);**
- 2) Insights that you have gained, from real world translation projects and strategies (LOs 4,5 &7);**
- 3) And finally, how critically reflecting on both the theories and applications in relation to the concept of equivalence, encourage you to appreciate the complexities of translation.**

Further critical reflection can address the significance of achieving translation equivalence and the notions of localization and foreignization in the field of translation studies.

TMA Guidelines

This question provides a comprehensive opportunity for you to engage with key concepts in translation studies, develop critical thinking and research skills, and gain practical insights into the challenges and strategies involved in translation.

In discussing the TMA, you may wish to draw on the following ideas:

1. Explore how different theories tackle the concept of equivalence and what challenges are associated with each.
2. Consider the extent to which linguistic, cultural, and contextual factors influence translation equivalence.
3. Evaluate how are theoretical concepts connected to actual translation tasks
4. Conduct research to find relevant examples.
5. Articulate your arguments clearly and effectively.
6. Cite your references.

When writing, you need to pay attention to structure, layout, correct language and the use of appropriate referencing and citation. Refer to TMA booklet for more information on TMA completion.

Useful References

- Baker, M. 2018. *In Other Words: A Coursebook on Translation*. Routledge.
- Bassnett, S. and Lefevere, A. 2014. *Translation Studies*. Routledge.
- Hatim, B. and Munday, J. 2004. *Translation: An Advanced Resource Book*. Routledge.
- Venuti, L.(ed.) 2012. *The Translation Studies Reader*. Routledge.
- Weissbort, D. and Eysteinsson, A. 2006. *Translation Theory and Practice: A Historical Reader*. OUP.

Using e-Library

- You are strongly recommended to visit the e-library on campus and use it to support your TMA writing.
- You are also requested to show your tutor that you have used the e-library to complete your TMA. However, avoid submitting a copy/paste material, it is a plagiarized work, which is strictly banned and firmly penalized by AOU.

Marking Grid

Marking Descriptor for assessments focusing on theoretical aspects:

GRADE	Mark /50	CONTENT	LANGUAGE & ORGANIZATION
A	45-50	Excellent answers showing confident and wide-ranging knowledge of core material, good understanding of any relevant theory, and a capacity to address the question in a structured, direct and effective way, thoughtfully and with insight. Creativity of thought or ideas from outside the course	- Has an introduction, defining plan of the essay. - Body divided into several paragraphs / sections. - Conclusion that directly relates arguments to topic. - Evidence that it has been edited. - Error-free grammar & register. - Wide range of specialized terminology.

		are an added asset. Examples are to the point.	
B+	42- 44	Very good answers showing very good knowledge of course material. Adopting an analytical approach and providing relevant discussion covering most of the key issues. Distinguished from A answers by being less insightful or by showing less comprehensive knowledge of the course.	- First four criteria above maintained. - Demonstrates extensive grammar control. - Terminology specialized but less varied
B	37-41	Quite good answers showing good knowledge of course material and concepts. Adopting a less robust analytical approach and providing relevant discussion covering many of the key issues. The reasons given to support ideas are clear but slightly weaker than in B+ above. Theoretical and /or practical implications are explained, but not as clearly as is the case in A and B+	- Demonstrates good grammar and organization control. - Terminology specialized but less varied than in B+. - Evidence of editing.
C+	35- 36	Competent answers reflecting adequate knowledge of the more directly relevant course	- Introduction and /or conclusion short but still satisfactory. - Evidence of editing

		material and concepts, with reasonable structure and adequate coherence related to the question set.	- Less grammar control than above - Good range of specialized terminology.
C	30-34	Fail answers which attempt to draw upon relevant material but do not reflect sufficient knowledge of the course and/or neglect the focus required by the question, and/or are incomplete in some important respects whilst being acceptable in others.	- No / poor introduction and /or no / poor conclusion. - Body badly organized or irrelevant. - Poor grammar control (extremely limited range of grammar & register). - Limited or not specialized range of terminology.

Appendix III:

Glossary of Acronyms Mentioned in the Document

Academic Committee	AC
Annual Monitoring Report	AMR
Arab Open University	AOU
Annual Programme Evaluation	APE
Academic Reviewer	AR
Academic Standards Committee	ASC
Branch Course Coordinator	BCC
Course Assessment Committee	CAC
Central Examination Committee	CEC
Centre for Inclusion and Collaborative Partnerships	CICP
External Examiner	EE

The BA Hons English Language, Literature Programme	ELL
The BA Hons English Language, Literature and Translation	ELLT
Faculty Council	FC
Faculty Examination Committee	FEC
Final Exams	FEs
The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies	FHEQ
Faculty of Language Studies	FLS
General Course Coordinator	GCC
Headquarters	HQ
Learning Management System	LMS
Learning Outcomes	LOs
Mid-term Assessment	MTA
the Open University	OU
Open University Validation Services	OUVS
Overall Assessment Score	OAS
Programme coordinator	PC
Programme Learning Outcomes	PLOs
The Quality Assurance Agency	QAA
AOU Quality Assurance Department	QAD
Self-Evaluation Document	SED
Student Information System	SIS
Tutor Marked Assessment	TMA
Video Call/ Conference	VC

Vice-President for Academic Affairs	VPAA
the Vice President for Academic Affairs and Scientific Research	VPAASR
Vice Rectors	VRs

We wish you the very best of luck!

April 2024