



Faculty of Languages Course Handbook

English Language Studies (TEFL)

2016 – 2017

Table of Content

1. Welcome..... 3

- 1.1 MSA University
- 1.2 The University of Bedfordshire (UK)
- 1.3 The Faculty of Languages
- 1.4 The Requirements of BA (Hons) Degree

2. Course Specifications..... 10

- 2.1 BA (Hons) English Language Studies (TEFL)
- 2.2 Particular support for learning
- 2.3 Methods for evaluating and improving the quality and standards of learning
- 2.4 Future careers: how achieving the qualification will support future career development

3. Assessment 23

- 3.1 Information about assessment regulations
- 3.2 Assessment Guide & Regulations
- 3.3 General Rules & Regulations
- 3.4 Study Skills and Related Issues
- 3.5 Assessment Tasks
- 3.6 Exams
- 3.7 Mitigating Circumstances
- 3.8 Academic Offences
- 3.9 Academic Honesty Policy

4. Professional and / or Statutory Body Requirements..... 35

- 4.1 Contacting Faculty Staff
- 4.2 Timetables and Accessing Records
- 4.3 Feedback to Students
- 4.4 Expectations of Students
- 4.5 Attendance Requirements
- 4.6 Policy on Late Arrival
- 4.7 Feedback from Students
- 4.8 Training, Career Advice, Opportunities and Placement
- 4.9 Logistics and Student Support
- 4.10 Information for Students with Disabilities
- 4.11 Information & Learning Resources Services
- 4.12 Library Services
- 4.13 Health and Safety
- 4.14 Equality and Diversity

1. Welcome

A hearty welcome to the Faculty of Languages, MSA University. The Faculty of Languages is the first of its kind in Egypt that awards a British BA (Hons) certificate along with the Egyptian certificate in English Language Studies. The Faculty of Languages has started a British partnership with the University of Bedfordshire, UK in 2014. Ever since our partnership started, our criteria and delivery have been aligned to the British system of education.

Working closely with our students in classrooms, language labs or providing extra support outside classrooms contributes to our students' knowledge, development and skills by the time they graduate. The team of staff members are fully aware of the changing dynamics of the job market that determine the continuous development of strategies and services offered to our students in one of four pathways of English Language Studies, Translation, Teaching English as a Foreign Language (TEFL), Executive Skills and Comparative Studies.

Engagement in the learning process and participation in various kinds of cultural and extracurricular activities would always equip our students with tools that would shape their future. Along with our British partners at UoB, we are eager to prepare our students for a bright future during which our bond with them never ends.

1.1 MSA University

MSA University provides students with the best of British Higher Education in Egypt and the Middle-East Region. It also helps them acquire creative abilities and commitments to lifelong learning. We believe that our students graduate with developed writing, analytical and communication skills.

MSA University provides several advantages among which are the availability of excellent laboratory facilities equipped with the latest in computers, an E-Library and the E-Learning system. The connection to the international sites through Internet is an integral part of MSA courses. In addition, students at MSA will enjoy a student/faculty ratio that ranks among the best of all private and public universities. This personal faculty commitment is combined with the full range of resources available.

MSA University is committed to provide its graduates with the ability to compete and excel in an ever-changing dynamic world and to stand on equal footing with their peers, nationally and internationally, through its dedication to the pursuit of excellence in curricula, facilities, staff and students.

According to Central Agency for Public Mobilization & Statistics (CAPMAS), MSA University ranks as one of the universities with the highest employment rate of **95%**. A common mission to use academic resources for the benefit of industry, commerce and the wider community. A wide scope of interaction between MSA students and huge companies so as to expose them to the marketplace, and prepare them for future career opportunities.

1.2 The University of Bedfordshire (UK)

The University of Bedfordshire was established in August 2006 by order of the Privy Council, following the merger between the University of Luton and De Montfort University's Bedford campus. The University has two main campuses; one in Luton and one in Bedford. The Luton campus boasts a seven-storey library, Postgraduate and CPD Centre, as well as an array of fantastic modern facilities to support each of the courses on offer at the Luton campus. The Bedford campus has academic roots that go back to the founding of Bedford Training College for Teachers in 1882 and Bedford Physical Training College in 1903. It is a three-storey building that offers high-quality teaching spaces, informal learning spaces, lecture theatres and a new student services centre.

Bedfordshire has a long pedigree and has been providing high quality courses in English language, linguistics and TEFL since the 1980s.

Bedfordshire has always had an excellent reputation for its linguistic-related courses at UG and PG level, and this has gained significant recognition over the past ten years. Bedfordshire is rated a top-ten university for English Language and Linguistics and currently ranked 7th best university in the Complete University Guide subject league table for 2017, up from 14th place in 2015.

At the University of Bedfordshire there are supportive and highly experienced academics, great facilities and a stimulating curriculum that explain why Bedfordshire is routinely ranked as one of the top linguistics courses, especially for student satisfaction.

<https://www.beds.ac.uk/about-us/our-heritage>

1.3 The Faculty of Languages

The English Language Studies course offered by the Faculty of Languages at MSA University was validated by Bedfordshire University, UK in 2014. The certificate awarded by the Ministry of Higher Education to the graduate of the Faculty of Languages is equivalent to the certificate awarded by Faculties of Alsun and Arts from National Universities in Egypt. However, the Faculty of Languages is a distinguished faculty as it is the first of its kind that provides its students with a dual degree and a designated pathway that contributes to higher chances of employability. It is set up with a view to meet the demands dictated by a fast changing world heading towards globalization. In such a world characterized by an ever increasing body of information and fast communication, the need arises for catching up with up-to-date information, becoming aware of a global culture and at the same time preserving a national identity.

The main aim of the course is to help students acquire deep knowledge and understanding of major concepts, acquire critical thinking and professional skills in the fields of English Language Studies and to prepare them to become effective, dynamic and successful in competitive job markets. Staff members of the faculty of Languages MSA, work hard in order to bring the world of education of our British partners at Bedfordshire University to our students and proudly present our students and graduates to the national, regional and international job markets.

1.4 The Requirements of BA (Hons) Degree

The requirement for BA (Hons) degree from the Faculty of Languages contains 132 credit hours, normally completed over four academic years:

- 12 credit hours of university requirements
 - 6 credit hours of collateral requirements
 - 24 credit hours providing the foundation for Linguistics,
 - 33 credit hours providing the foundation for Literature,
 - 18 credit hours providing the foundation for Translation
 - 12 credit hours of Arabic Language
 - 12 credit hours of a second foreign language
-
- English Language Studies Pathways establish a concentration (12 credit hours), plus an additional (3 credit hours) for working on a research topic in R 400 in one of the following:

1- Translation

2- Teaching English as a foreign Language (TEFL)

3- Executive Skills

4- Comparative Studies

Distribution of Credit Hours

University Requirements	(12 credits)
ENG 101 English for Academic Purposes	3
ENG 102 Study Skills	3
ENG 201 Research Paper Writing	3
CS 100 Introduction to Information Technology	3

A non-credit Arabic course for non Thanaweya Amma holders.

Faculty Concentration Requirements

(LN 24 credits) + (SFL 12 credits)

LN 100 Introduction to Linguistics	3
LN 102 Phonetics and phonemics	3
LN 203 Second Language Acquisition	3
LN 202 English Morphology and Syntax	3
LN 300 Pragmatics and Semantics	3
LN 301 Discourse Analysis	3
LN 400 Contrastive Analysis	3

LN 401	The State of the Art	3
SFL 100	Second Foreign Language	3
SFL 200	Second Foreign Language	3
SFL 300	Second Foreign Language	3
SFL 301	Second Foreign Language	

(LIT 33 credits)

LIT 100	Introduction to Literature	3
LIT 200	Shakespearean Studies	3
LIT 201	Comparative Literature (1)	3
LIT 202	Topics in Romantic and Victorian Literature	3
LIT 203	Writings about Literature	3
LIT 300	Twentieth Century Literature (1)	3
LIT 406	Twentieth Century Literature (2)	3
LIT 304	American Literature (1)	3
LIT 400	Studies in Literary Theory	3
LIT 401	American Literature (2)	3
LIT 403	World Literature	3

(TR +TRN 18 credits)

TRN100	Introduction to Translation into English /Arabic	3
TR 200	Media Translation	3
TR 201	Translation of Literary Texts	3
TR 301	Consecutive Translation	3
TR 400	Simultaneous Translation	3
TRN401	Subtitling Translation	3

(AR 12 credits)

AR 100	Introduction to Arabic Morphology and Syntax	3
AR 101	Arabic Writing Skills (1)	3
AR 200	Arabic Writing Skills (2)	3
AR 302	Readings in Arabic Literature	3
R 400	Research Seminar	3

Faculty Collateral Requirements (6 Credits)

HUM 120	The Rise of Western Civilization	3
PHIL 301	Philosophic Thinking	3

Pathway Units (12 credits)

I: Translation

TRN 301	{Translation of Legal and Documentary Texts}	3
TR 302	{UN Translation}	3
TR 403	{Advanced Simultaneous Translation}	3
TR 402	{Tenets of the Theory of Translation}	3

II: Teaching English as a Foreign Language:

TEFL 301	{Methodology I}	3
TEFL 301	{Methodology II}	3
TEFL 403	{ESP}	3
TEFL 402	{Testing}	3

III: Executive Skills:

MGT 300	Human Resources Management I	3
MGT 301	Organizational Behavior	3
MGT 400	Human Resources Management II	3
BUS 401	Business and Government Relations	3

IV: Comparative Studies:

LIT 302	{Comparative Literature II}	3
LIT 305	{Literature and Cinema}	3
LIT 402	{Literature and Performance}	3
LIT 404	{Literature and Folklore}	

Important Note:

Students are required to finish the courses in order of academic years.

2- Specification of Courses

2.1 BA (Hons) English Language Studies (TEFL)

Awarding Institution	October University for Modern Sciences and Arts (MSA)- Cairo University of Bedfordshire-UK
Teaching Institution	Faculty of Languages- October University for Modern Sciences and Arts
Course Accredited by	Supreme Council of Egyptian Universities
Final Award	BA (Hons)
Course	English Language Studies (TEFL)
UCAS Code	N/A
Relevant QAA Subject Benchmark	Linguistics, English & Arabic Languages, Translation, English and Arabic Literatures, Cultural Studies, TEFL
Academic Year	2016/2017
Mode of Study	Fulltime

Criteria for admission

The course accepts students who pass the National High School Certificate (Thanaweya Amma) or any equivalent high school certificate (IGSCE, American Diploma, Abitur, IB, French BACC or High School Certificates from other counties). Generally, the Egyptian Supreme Council for Universities declares the conditions for enrolling into different faculties at MSA. The minimum score for acceptance varies from one year to the other and is declared to all applicants prior their admission.

Reference Points

The following reference points were used in designing the courses:

- Supreme Council of Universities Requirements for Accreditation of Faculties of English Language and Translation
- QAA Benchmarks in Linguistics, Translation, Education Studies, Literary and Cultural Studies, and related studies.
- MSA University academic regulations
- MSA Faculty of Languages Quality Assurance Unit
- Guidelines of the Supreme Council of Higher Education in Egypt

The interdisciplinary content and nature of this course is anticipated in the respective QAA Subject Benchmark Statements for English, Linguistics, and Languages, cultures and societies ,UK

Details may be found at:

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-English-15.pdf>

The course meets the QAA Quality Code for Higher Education descriptors for level 6 on the FHEQ <http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf>

Why Study this Course?

The English Language Studies (TEFL) course offered by the Faculty of Languages at MSA University provides a promising career opportunity for its students who desire to pursue their professional careers that require pedagogical, analytical, translation, and/or other communication skills. It enhances students' critical thinking, cultural, linguistic, and literary skills through students' knowledge and understanding of theory and development of practical skills relevant to English Language studies. In addition, teaching practice and translation simulations provide practical field work for the students and research projects enhance their potentials in their chosen careers in fields like translation, media, education, marketing, arts to name but a few

Aims of the Course

English Language Studies (TEFL)-Teaching English as a Foreign Language

The course is specifically designed to develop students' knowledge and skills in fields such as culture, arts, literature, teaching methodology, translation, linguistics and humanities in general. A primary goal is to prepare students to be skilled in responding to contemporary cultural issues in a balanced way. Therefore while language units enhance reading/writing and critical thinking skills, units in literature develop their knowledge and understanding of the most recent trends in arts through literary texts. Teaching methodology, ESP and testing units offer students who plan to pursue a career in teaching English as a foreign language an overall view of the most up-to-date teaching methods. These include new trends that contribute to students' creativity and pedagogical skills. Moreover, the students are trained in modern methods of testing and evaluation. Translation units represent practical aspects of the English language studies course as they provide training in teaching practices and also in types of translation from/ into English. Students should be able to handle transfer of knowledge and information, presenting translations that will keep a two-way-channel of understanding between English Language and Arabic Language speakers. The students in the faculty of Languages are offered core units over four academic years. The students choose their pathway in the field of 'TEFL', which is composed of four units offered in their final two years, i.e. Years 3 and 4. Students aiming at a teaching career are offered the most up-to-date teaching methods and approaches. Besides teaching methodology courses, students are also trained in various methods of testing and evaluation and the latest trends in the field of teaching ESP.

Learning Outcomes

By the end of this course, students should be able to :

1. Demonstrate knowledge and understanding of texts, themes, literary devices and cultural influences in literary/ artistic and philosophic works in English from across the world in a range of genres and ages.
2. Apply knowledge of language and linguistics to the acquisition and analysis of languages including a second foreign language for personal and professional purposes.
3. Analyze, critique and resolve issues of language, style and terminology encountered in translation from and into Arabic/ English and prepare accurate translations of media, legal, literary and political language.
4. Undertake and present research using academic conventions and technology and demonstrating punctuality, time management and a systematic understanding of a chosen subject of study.
5. Present evidence based arguments using appropriate English orally and in writing and recognizes the limits of your knowledge.
6. Apply knowledge and understanding of English language teaching and learning theory and methodology to prepare, deliver and evaluate lessons in general, business and academic English to learners of different ages
7. Apply conceptual understanding to the preparation and evaluation of English language tests and assessments.

Course structures and requirements, levels, units, credits and awards

Overall structure of the course

The course is studied over four years full time regularly covered in 15-week semesters. Study is undertaken at levels 1,2, 3 and 4; roughly corresponding to years of the course. The total credit hours required for a student to cover is 132 credit

The TEFL course gives students hands-on experience of their respective fields. This entails filming their simulations. All modules within the course, the levels at which they are studied, their credit ratings and corresponding contact hours are shown in the tables below

Four Year Plan (TEFL)

First Year

- **Fall Semester**

		Credits	Hours/ week
ENG 101	English for Academic Purposes	3	4.5
LIT 100	Introduction to Literature	3	4.5
LN 100	Introduction to Linguistics	3	4.5
HUM 120	The Rise of Western Civilization	3	4.5
CS 100	Introduction to Information Technology	3	6
AR 100	Introduction to Arabic Morphology and Syntax	3	4.5
		18	

- **Spring Semester**

		Credits	Hours /week
ENG 102	English for Study Skills	3	4.5
SFL 100	Second Foreign Language I	3	4.5
LN 102	Phonetics and Phonemics	3	4.5
AR101	Arabic Writing Skills I	3	4.5
TRN 100	Introduction to Translation into and from English/Arabic	3	4.5
		15	

TEFL (cont)

Second Year

- **Fall Semester**

		Credits	Hours/ week
LIT 200	Shakespearean Studies	3	4.5
LN 203	Second Language Acquisition	3	4.5
AR200	Arabic Writing Skills II	3	4.5
ENG 201	English for Research Writing	3	4.5
TR 200	Translation for Mass Media	3	4.5
LIT 203	Writings about Literature	3	4.5
		18	

- **Spring Semester**

		Credits	Hours/ week
SFL 200	Second Foreign Language II	3	4.5
LIT 202	Topics in Romantic & Victorian Literature	3	4.5
LIT 201	Comparative Literature I	3	4.5
LN 202	English Morphology and Syntax	3	4.5
TR 201	Translation of Literary Texts	3	4.5
		15	

TEFL (cont.)

Third Year

- **Fall Semester**

		Credits	Hours/ week
LN 300	Pragmatics and Semantics	3	4.5
TR 301	Consecutive Translation	3	4.5
SFL 300	Second Foreign Language III	3	4.5
PHIL 301	Philosophic Thinking	3	4.5
AR 302	Readings in Arabic Literature	3	4.5
TEFL 301	Methodology I	3	4.5
		18	

- **Spring Semester**

		Credits	Hours/ week
LIT 300	Twentieth Century Literature I	3	4.5
LN301	Discourse Analysis	3	4.5
LIT 304	American Literature I	3	4.5
SFL 301	Second Foreign Language IV	3	4.5
TEFL 302	Methodology II	3	4.5
		15	

TEFL (cont.)

Fourth Year

- **Fall Semester**

		Credits	Hours/ week
LIT 400	Studies in Literary Theory	3	4.5
LN 400	Contrastive Analysis between English and Arabic	3	4.5
TR 400	Simultaneous Translation	3	4.5
LIT 401	American Literature II	3	4.5
LIT 406	Twentieth Century Literature II	3	4.5
TEFL 403	ESP	3	4.5
		18	

- **Spring Semester**

		Credits	Hours/ week
LIT 403	World Literature	3	4.5
R 400	Research Seminar	3	4.5
LN 401	The State of the Art	3	4.5
TRN401	Subtitling Translation	3	4.5
TEFL 402	Testing	3	4.5
		15	

Degree Requirements

A minimum of 132 credits is required for obtaining BA (Hons) degree .Declaration of pathway takes place in the third year of study:

Levels and units:			
Level 1			
Core	Pathway	Optional	Progression Requirements
Students must take all the following: ENG 101 CS 100 ENG 102 SFL I00 LIT 100 LN 100 TRN 100 Hum 120 LN 102 AR 100 AR101			For progression, a student must complete the prerequisite and maintain the required GPA in order not to be placed on probation where s/he will not be allowed to take the full normal load

Level 2			
Core	Pathway	Optional	Progression Requirements
Students must take all the following: ENG 201 SFL 200 LN 203 TR 200 TR 201 LIT 200 LIT 202 LIT 203 LN 202 AR 200			For progression, a student must complete the prerequisite and maintain the required GPA in order not to be placed on probation where s/he will not be allowed to take the full normal load

LIT201			
Level 3			
Core	Translation Pathway	Optional	Progression Requirements
SFL 300 LN 300 LN 301 TR 301 LIT 300 SFL 301 LIT 304 PHIL 301 AR 302	TRN 301 TR 302		For progression, a student must complete the prerequisite and maintain the required GPA in order not to be placed on probation where s/he will not be allowed to take the full normal load

Level 4			
Core	Translation Pathway	Optional	Progression Requirements
LN 400 LN 401 TR 400 TRN 401 LIT 400 LIT403 LIT 401 LIT 406 R 400	TR 402 TR 403		

2.2 Particular support for learning:

MSA university supplies its students with the latest technical equipment.

- Computer and translation laboratories and equipment are made accessible to students of the course. These labs and all other labs of the university are also equipped with audio-visual equipment and are internet friendly.
- IT Services Unit provides support to all students in using computers, software kits and audio visual aids.
- E- Library with data base is available both on campus and off campus
- Students are continuously provided with feedback on their work prior new assessment attempts. Academic staff are available to provide support to students during two office hours per week. Students get support and feedback on their work from their instructors during the office hours/ and or (Individual Conferencing) to address needs of the students. Also, students have access to the instructors' MSA email to facilitate communication.
- There are three compulsory courses of English for Academic Writing to develop students' reading and writing skills. Freshmen students are required to take three English for Academic Writing units. The main objective of these three units is to enhance students' reading, writing, and presentation skills
- Students who need additional support are urged to contact the English Language Department to arrange for extra support via the English Writing Centre. Each student is responsible for investing independent learning hours in improving areas that need development. Evidence of pursuing development is to be included in each student's portfolio. The Writing Center at MSA aims at helping all students of the university improve their writing skills. Staff at Faculty of Languages work with students in one-to-one consultations on all stages of the writing process: from note-taking and pre-writing to revision strategies, proofreading techniques and plagiarism avoidance. Generally, the Writing Center aims at teaching students how to proofread and edit papers. It also offers group workshops on grammar and structure used in academic modes of writing as well as other forms of formal writing.
- Academic advisors are available for students to offer advice and guidance during registration of courses.
- E- Learning is activated by staff and relevant material, weekly plans, assessment strategies and announcements are available for students
- Orientation of students about the different pathways within the faculty in year 2.
- Special policy for supporting students on probation Students who score a GPA less than 2/4 are considered students under probation. Names of these students are kept in a special folder with students' affairs. Reports that indicate frequency of absence are used to send Warnings to students if they continue to be no shows or for students' sporadic attendance that negatively affects performance.

Students with disabilities

The course is inclusive and accepts students with disabilities

- The policy of the faculty is to support all students regardless of their disabilities. The staff are always available and ready to support students with disabilities or any other physical impairment as relevant.
- The university is well equipped with ramps and elevators.
- Abide by the University's policy for supporting students with disabilities

2.3 Methods for evaluating and improving the quality and standards of learning:

These include the following:

- Alignment with National Accreditation Standards
- Moderation of exams by British partners
- Moderation of assessments by British partners
- Marking strategies
- Staff development workshops/training
- Course reports that indicate continuous development
- Students' feedback in Board of Study Meetings
- Students' feedback forms
- Regular review and development of material
- Annual Reports

2.4 Future careers: how achieving the qualification will support future career development

The course as a whole develops insight into how critical/ analytical thinking and communication works and these insights would develop your own communication and professional skills, both written and spoken through the range of assessment tasks associated with the different units. Communication, critical thinking, problem solving and other interpersonal skills are precisely what employers require across a wide range of professions. The course also provides, through the translation units opportunities to gain insight into professional practice.

The course of English Language Studies (Translation) introduces you to research and academic writing from the first year, in years 3 and 4 you get involved in translation

simulations which support you in planning your graduate career, or postgraduate study plans. Experts and professionals who work in the field are invited to give talks and seminars through which you learn about various professional careers and job opportunities available in the job market.

Through the University Employment Fair which is held annually and the training that the University provides for senior students, you learn how to market yourself and how to apply for jobs in order to explore your chances in the job market.

The opportunity to explore some of the practical applications for your intellectual, analytical and communication skills is encouraged through the community service activities in the university especially charitable organizations.

After Graduation

Given the broad scope of the course, we anticipate that graduates will progress into a wide range of professional positions or postgraduate studies. Any career in which the ability to use English effectively at a professional level is required will be of interest. Specialist careers may involve working within the field of translation, English language teaching, communication, publication, media and arts, and management positions. Several of our graduates have previously found employment within the university as Teaching Assistants. The following list is indicative of fields graduates would work in:

- Translation corporations/ or Simultaneous Translators
- Education
- PR, Marketing and Advertising/ Management
- Media, Journalism and Publishing
- Civil Service and Administration Services
- Arts & Cultural Affairs

3. Assessment

3.1 Information about assessment regulations:

In addition to the regulations defined in the university regulations, students must pass all the compulsory courses. Students must also undertake a graduation project to be defended in front of a committee of two examiners

MSA Grading Scheme is as follows:

Letter Grade	Mark
A	$\geq 90-100\%$
A-	$< 85\% - \geq 90\%$
B+	$< 80\% - \geq 85\%$
B	$< 75\% - \geq 80\%$
B-	$< 70\% - \geq 75\%$
C+	$< 65\% - \geq 70\%$
C	$< 60\% - \geq 65\%$
C-	$< 56\% - \geq 60\%$
D+	$< 53\% - \geq 56\%$
D	$< 53\% - \geq 50\%$
Fail*	Less than 50 %

The 100 % mark for each unit is divided as follows

40 % coursework (portfolio)

20 % midterm exam

40 % final exam

- Units of a practical nature may have different assessment pattern

3.2 Assessment Guide & Regulations:

The rules and regulations for assessment and progression are as follows:
University e- **Calendar of Assessments:**

There are five main periods of assessment during the academic year:

- middle of Fall semester
- end of Fall semester
- middle of Spring semester
- end of Spring semester
- end of the Summer semester

At the end of each period of assessment, the university's Assessment Board meets to approve the results of all courses and award qualifications. There are two Assessment Boards:

A. University Assessment Board:

1. Chair: University President
2. Members: Vice President, Deans of Faculties, Head of Quality Assurance Unit
3. Secretary: to be appointed by the Chair

B. Faculty Assessment Board:

1. Chair: Dean of the Faculty
2. Members: Heads of Departments and Quality Assurance Auditor, a minimum of one external examiner normally recommended by the Dean of the Faculty and approved by the University Board.
3. Secretary: to be appointed by the Chair

3.3 General Rules & Regulations

The academic load is the number of registered credits per student each semester.

Credits acquired by students are based on the number of courses passed from the academic load registered.

The corresponding Grade Point Average (GPA) for each letter grade is as follows:

Letter Grade	GPA
A	4
A-	3 2/3
B+	3 1/3
B	3
B-	2 2/3
C+	2 1/3
C	2
C-	1 2/3
D+	1 1/3
D	1
F (Fail)	0

*NB: Students who get a grade of D- (minimum of 45%) in a course may be condoned by a maximum of 5% by the Assessment Board. Students who get <45% failed and cannot be condoned.

- The academic load is the number of registered credit hours per student each semester.
- Credits acquired by the student are based on the credits of the passed courses from the academic load registered.
- Repeated courses will be counted once toward the calculation of accumulated credit hours. The best achieved GPA will be used for calculating GPA.
- The cumulative GPA calculation starts from the first semester for each student and is updated each semester till his/her graduation.
- The semester GPA of the student is the weighted average of the grade points acquired in the courses passed in that specific semester. It is calculated as follows:

GPA=

Sum of the product (course credit hours for the semester x course GPA)

SUM of (course credit hours for the semester)

The number of credits used to calculate the Cumulative GPA is the number of credits registered by the student up to this date.

Cumulative GPA =

Sum of the product (course credit hours x course GPA)

SUM of (course credit hours)

3.4 Study Skills and Related Issues

Time Management

At University students are likely to be submitting academic work with other demands such as family commitments. In order to achieve a successful balance it is important to plan. One way of managing these demands that works effectively for many students, whatever their level of study, is to draw up a list of tasks to be carried out in order to complete academic work successfully (attending classes, collecting information, reading, note taking, writing and so on) then plot these on a weekly timetable working backwards from assignment deadlines (these can be found in the unit sites).

Students will obviously need to construct this timetable in such a way as to accommodate the other demands, always allowing some extra time to cope with unexpected matters, such not being able to find the right book or journal when needed, computer malfunctions, extra shifts at work or family illness.

Note-taking in Class

In lectures and seminars, it is good practice to take notes even if handouts are provided. Students might, for example, jot down their understanding of what is being said or repeat some of the examples given to illustrate key points. The very act of writing will help students to concentrate as well as to fix the ideas and issues in your memory and assist understanding.

Where handouts are not provided, should not try to take down everything the lecturer says but concentrate on key issues. The lecturer will often assist in this process by putting the main points on E-Learning. Students should not limit their notes to the points on the slides though. Students should note the examples or words and phrases that particularly convey the meaning. As knowledge and understanding of the subject grows, and as students are practised at note taking, they will probably take fewer, more focused notes.

Students should build the task of writing up or word processing notes as soon after the lecture or seminar as possible into their timetable. This will assist understanding by further fixing the ideas and issues in mind and highlighting any areas of confusion to clear up through further reading or directly with the lecturer concerned.

Note-taking for Assignments

Students will also need to make notes of the reading when preparing for assignments. When writing an essay, report, or seminar paper, for example, students might undertake some initial general reading to work out an overall approach to tackling the issues involved.

Use the reading suggested in the unit reading list suggested by teaching team. At this point, students might need to take only brief notes to record the sources

and the key points addressed. Students should not be tempted to simply copy from the book, journal or Internet site unless they intend to quote directly from that source. They should focus only on the essential points, and try to express in one's own words the essence of ideas and issues expressed and their relationship to the assignment topic addressed.

The easiest way is to construct an overall list of full references, then in one's own notes. The last name of the author, publication date and page number should be recorded. This is essential so that one can identify the source if one wants to return to it and critically so that students reference correctly in completed assignment.

Guidance on Proof reading

Proof reading is the process whereby the final draft of a piece of academic work is checked for errors in grammar, style, formatting and spelling for amendment before submission. It is recommended that students proof read their own work as a matter of good practice.

Asking a fellow student or other individual to proof read work, a student should ensure that this does not involve editing the text to make significant changes to terminology or the ideas presented. There is an important difference between grammar and spelling, which it is acceptable to amend, and knowledge and understanding which must be one's own. This guidance is designed to illustrate what is acceptable.

Students are responsible for the academic work submitted. Any errors or academic offences within a piece of work submitted for marking will be considered the responsibility of the student and not that of the proof reader.

What is acceptable?

If someone else proof reads an assessment they should do so well in advance and only be checking for the following:

- Typing errors
- Spelling
- Punctuation
- Formatting
- Inconsistencies in presentation
- Clarity of argument
- Referencing errors (such as missing quotation marks or citations, and missing sources in the reference list where a citation has been used in the text)

A proof reader should identify any of the above errors on the draft so that you can then check and make corrections should you wish to do so. The proof

reader should not make the changes for you or suggest alternatives. Thus the following are not acceptable and may lead to an academic offence.

What is not acceptable?

- Rewriting text to change the meaning
- Rewriting text to change an argument
- Rearranging the structure of the assignment
- Suggesting alternatives
- Correcting errors that are factual or calculated from data (although the errors may be pointed out)
- Correcting plagiarism
- Changing the vocabulary

Referencing

Referencing - an essential skill

For assignments students are expected to reference everything read and used, whether this is a direct quote or a paraphrase (using your words to describe what others have written or said). This could include a whole range of resources such as books, articles, web pages, pictures, film, performances, blogs, and sound recordings..

3.5 Assessment Tasks

Assessment is not just about 'grading' your performance but is an integral and important developmental part of learning. Preparation for assessment, undertaking the set tasks and using the feedback provided helps to develop and demonstrate skills as well as evidencing knowledge and understanding.

Tutors will provide details of the specific tasks for each unit. Students may also be provided with additional assessment briefings, and staff will use the teaching time to explore what is expected within each assignment and how it links to the course and unit learning outcomes.

For every assessment, staff will indicate what is required of students, how it will be marked and details of when the assessment is due to be submitted.

Writing in Academic English

Academic English:

- is usually formal in tone and impersonal in style
- avoids contractions or shortened forms of verbs, such as won't, doesn't or it's
- avoids using a linking word such as 'and' or 'but' at the beginning of a sentence
- avoids personal pronouns such as I, me, you, your
- may use the passive form of verbs
- avoids verbs that are composed of multiple words, such as 'give up', 'put up with'
- tends to employ a cautious way of explaining findings, using expressions such as 'may', 'it is possible that...', 'could'
- May use specialised vocabulary.

Coursework Submission

Each Unit's E-Learning area will explain exactly how tutors expect students to submit assignments. This will usually be online through Turnitin, which is a tool that checks submissions for matches to work on the Internet and to the work of other students.

Each assessment brief will also carry details of the learning outcomes work will be expected to meet, how it is expected to be delivered, the format, the presentation, the deadline date and information about how to receive the essential feedback on the work. If students are unclear about assessment requirements or submission procedures, they should ask their tutor either in the taught sessions or in their office hours.

See the Mitigating Circumstances section below for advice about not being able to meet a deadline. Do note that lecturers are not able to extend deadlines.

3.6 Exams

The University recognises that during students' time at University they may experience serious and exceptional circumstances that are unavoidable and affect their ability to complete an assessment or sit an exam.

Lecturers **cannot** grant an extension on an assignment or a re-assessment opportunity for an exam. To request an extension or reassessment students must submit a completed Mitigating Circumstances Application Form and provide appropriate independent evidence.

Mitigating Circumstances Application Forms accompanied by appropriate evidence must be submitted to the Dean's office before or on the submission date for the assessment. If the application is not submitted before the assessment submission date, applications will normally be refused.

3.7 Mitigating Circumstances

Coursework must be handed in by the date and time specified. This will be given to you in your unit handbooks, on the assessment brief and/or on E-Learning.

Late work without formal agreement is not accepted, and will be deemed a fail and marked at 0 (no work submitted). We are very firm about this because working to deadlines is an important life skill which we encourage you to develop during your studies.

Sometimes things out of control can affect a student's ability to meet a deadline. If a student believes that s/he is likely to miss a deadline for a valid reason (see below for reasons considered valid under mitigating circumstances) then they should refer directly to the instructors. Only they can make the decision. It is important to realise that your lecturers are not able to extend published deadlines.

What are mitigating circumstances?

Examples of circumstances that would justify special consideration include:

- Serious personal injury, broken limbs, or a medical condition requiring hospital attention or with an incapacitating effect.
- An acute illness that makes it impossible to complete the required task.
- Being a victim of a serious crime during the period immediately preceding assessment.
- The serious illness or death of a close relative

Normally not acceptable are:

- The death or illness of a distant relative.
- Financial problems, including payment of fees to the University.
- Transport difficulties such as public transport strikes, road works or private transport breakdowns.
- Confusion over time, date location of the examination, or assignment hand-in date on the part of the candidate when this has been clearly notified, and has not posed any problem to other students in the group.
- Work pressure as a full-time student.
- Cases where medical certificates are retrospective, i.e. dated/issued after you have recovered from the illness claimed.
- Any claim not supported by independent and reliable evidence.
- Computer problems such as viruses, memory stick failure/loss, printer problems, network problems.
- Problems with receiving/submitting referral work and results.
- Problems handing in an assignment to the designated place by the deadline.
- Collecting data/more data for an assignment.

Essential Advice:

If a student submits a claim for mitigating circumstances, s/he should not assume it will be accepted. Students need to do their best to get work prepared because it is their responsibility to complete assignments/sit exams in order to progress on their course.

3.8 Academic Offences

Academic offences include a range of actions designed to deceive and gain an unfair advantage over other students. This is unethical and threatens the integrity of our assessment procedures and the value of the University's academic awards.

Students' academic performance will be assessed on the basis that anything submitted for assessment is the student's own work..

It is the student's responsibility to ensure that s/he is not vulnerable to any allegation that may breach these regulations (for example sharing assignments with friends in such a way that they can copy work and claim it as their own).

Penalties for students found to have committed an academic offence may include failure in a unit or an element of a unit which may mean that s/he have to repeat the unit and bear the associated financial cost.

Types of Academic offences/Plagiarism:

- Verbatim (word for word) quotation without clear acknowledgement
- Cutting and pasting from the Internet without clear acknowledgement
- Paraphrasing the work of others by altering a few words and/or changing word order
- Unauthorized collaboration between students
- Use of material written by professional agencies or other persons
- Submit work for assessment that you have already submitted before (partially or in full)

Other Forms of Plagiarism/ Bad Practice

- **Term Paper Commercial Centers**

In keeping with the principle that all material submitted to a course should be the student's own work, any student who makes use of the services of a commercial/ term paper centers is liable to disciplinary action.

- **Bad Practice**

Not all cases of plagiarism arise from a deliberate intention to plagiarise. Sometimes students may ignore intentionally or unintentionally taking down citation details of a source(s) while taking notes, or they may be genuinely ignorant of Referencing Styles. However, these excuses do not offer any guarantees against a charge of plagiarism. In other words, there may still be an academic penalty for Bad Practice.

3.9 Academic Honesty Policy

The Faculty of Languages, MSA University, encourages students to explore new horizons through research work. Accordingly, in an attempt to ensure the proper use of sources and maintain academic standards, the Faculty of Languages adopts the following policy:

- It is expected that students are the sole authors of their work. Students should always distinguish their knowledge and writings from information derived from sources. The term “sources” includes material published in print or online. Quotations must be placed properly within quotation marks and must be fully and properly cited in accordance with a referencing style. In addition, all paraphrased or summarized material must be acknowledged completely. Please refer to the research skills acquired in ENG 102 unit for further elaboration.
- The responsibility for learning the proper forms of citation is the responsibility of the student (refer to acquired knowledge in ENG 102 & ENG 201). Students are expected to be familiar with the APA/MLA Citation Guidelines to be able to use sources for research activities. Students who have queries about the preparation of academic work should refer/consult their instructor before the work is prepared or submitted.

General Remarks

- It is the student’s responsibility to find out about referencing Styles in their discipline, to take adequate notes, and to avoid close paraphrasing especially after completing the Academic Writing Units provided by the Faculty of Languages.
- Unit handbooks would also help students learn how to avoid common errors.
- If ever in doubt about referencing, paraphrasing or plagiarism, students have to refer to their tutors/ The Writing Centre.

4. Professional and/or Statutory Body Requirements

MSA courses are accredited by the Supreme Council for Higher Education. Students who graduate from MSA can join the appropriate Syndicate for this profession with no additional exams.

Awarding institutions are MSA University- University of Bedfordshire (UK)

The interdisciplinary content and nature of these courses is anticipated in the respective QAA Subject Benchmark Statements for English, Linguistics, and Languages, cultures and societies

Details may be found at:

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-English-15.pdf>

The course meets the QAA Quality Code for Higher Education descriptors for level6 on the FHEQ

<http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf>

4.1 Contacting Faculty Staff

If a student wants to talk to a lecturer, the time when they are sure to be available is during their 'office hours' which will be displayed on the door of each tutor's office. However, students are always welcome to find their lecturers at other times. If they are free, they will be pleased to see their students and answer their queries. Alternatively, if students have a query, they can e-mail their instructors and s/he will respond as soon as possible (always within a couple of days and usually the same day).

Please check MSA email addresses for all University members of staff

-----@msa.eun.eg

4.2 Timetables and Accessing Records

Timetables

The university schedule is published on the MSA web-site at the beginning of each semester and students can access this schedule anytime.

Students are provided with a detailed timetable at the end of the registration period at the beginning of the semester. A student can take a replacement copy from the Faculty Registrar at any time. Printed copies of the Examination schedule is available one week before exam periods.

Accessing records

Students can access their own grades either by taking an informal copy of their four/five year plan or by ordering a formal transcript from the Faculty Registrar.

4.3 Feedback to Students

Feedback on assessment performance is a vital communication process between instructor and student. Constructive feedback facilitates learning and subsequently enhances marks and grades.

Provision of feedback for a certain assessment must be provided before students undertake another. Although the subsequent assessment component will probably not assess the same learning outcomes as other course assessments, feedback on technique may be just as important as the particular subject content.

Feedback on Coursework

Oral and written feedback will be given following the submission of assignments. Feedback on coursework is to be provided through written comments and marking criteria (rubrics). Feedback is also to be provided through group discussions and group work. Student contribution to class discussions is to be noted as evidence relating to participation, preparation and attendance.

Feedback on Examinations

Generally students may not be given specific feedback on written midterm and final examinations. The instructor may provide generic feedback with the whole class for each exam after it has been held, as a means of improving future performance.

Proposition of Research Projects

Research Projects are a form of coursework which involves the submission of a substantial project before graduation. Different approaches are taken in different subject areas.

A research project occurs at the end and forms the major part of the final grade. Effective and continuous feedback must be provided for each step of the students' work.

Students need guidance to plan and monitor their progress. Generally if the proposal and action plan is realistically developed and approved this will provide excellent support for the student, therefore time spent at the initial stage to get this right will pay benefits later on.

Students need guidance and support during the process of writing a dissertation; this usually takes the form of individual/group tutorials with the instructor. Generally students require more and longer meetings at the beginning of the process, to discuss and receive guidance on challenging issues. Supervisors may hold open meetings with their dissertation students to solve the initial general/common problems of getting started.

Feedback in performance is given to the students during the final presentation.

Viewing Scripts

Students are not allowed to view the scripts of the mid-term and final examinations. Instructors correct the answer sheets with secret code in both midterm and final examinations so that the identity of the student remains completely anonymous thus insuring that the assessment is truly objective and with no doubt reflects the students' true academic standard. Each answer sheet is marked by two examiners.

Marking, Second Marking and Marking Moderation

All assessments are moderated to ensure that grades have been recorded accurately. Instructors mark answer sheets with secret codes to insure that the marking process was totally unbiased.

External examiners review exams and answer sheets with instructors to insure the fairness and objectivity of the assessment process.

A minimum sample of 10% of all answer sheets are to be remarked including 5% of the passed papers and all failures. Second marking is undertaken by an internal examiner other than the module examiner, a rationale is provided in

both cases of approval or changing of grades. In the case of discrepancy, the matter is to be settled in the Faculty Assessment Board.

4.4 Expectations of Students

MSA University has a code of conduct that students and staff are required to follow. MSA code covers a range of issues including:

- Attitude and behaviour
- Respect for oneself and others
- Attendance and engagement
- Integrity and courtesy

MSA community appreciates professional attitudes, behaviour and standards that are extended far beyond students' undergraduate studies. These are prized and sought after by society as a whole and particularly so by potential employers.

Being professional about learning is the spirit of the code of conduct which, in particular expects students to...

- Attend all timetabled classes that constitute your programme of study
- Arrive and leave at the appointed times
- Switch your mobile to silent and divert calls to voicemail during class
- Refrain from idle chat and texting during class
- Be polite and courteous to others at all times
- Be adequately prepared for classes, tests and other university activities
- Use communal areas with consideration for others
- Manage time so that commitments to course deadlines and attendance are met
- Submit work which is exclusively written and authored by you, except where you have declared the influence of others
- Follow rules and local regulations for class tests, exams and presentations.

Attendance at all scheduled lectures is expected. Attendance is monitored and persistent non-attendance will result in an e-mail from the university warning of the possible consequences and ask you to contact instructor/ administration.

Consequently, in case of illness or difficult personal circumstances, students are expected to contact your tutor to inform them about reasons of absence.

Lectures will take up some time but, in addition, students are expected to engage in a range of other activities designed to support your learning. This will include

attending workshops, backup classes, reading the set texts and other materials, working on-line, preparing for classroom activities and for assessments.

Little of the teaching on the course is in the form of traditional lectures; instead sessions are interactive and require students to take an active role..

For each unit, there will be a unit handbook, available in hardcopy or on-line (accessible through the MOODLE, see below), which will provide fuller details about the content of the unit, what is expected of you in terms of reading and a full description of the assessments.

4.5 Attendance Requirements

The contact between the instructor and student is the most effective method of learning. Class discussions and comments enhance students' understanding for the course content and give a new dimension to the learning experience. For these reasons, students are required to satisfy certain attendance requirements. Students who fail to attend 75% of all lectures and tutorials for a certain course are deprived from the final exam and automatically fail the course. The maximum number of absences allowed for any student is 9 times including all lectures and tutorials. This includes absences for medical reasons and emergencies.

4.6 Policy on Late Arrival

Late arrivals disrupt the class and deprive other students from the required degree of concentration. Students are only allowed into the class during the first five minutes. Otherwise, they miss the class and are recorded as absent.

During the midterm and final examination periods, students are allowed to step in during the first 15 minutes of the exam time.

4.7 Feedback from Students

Boards of Study Meetings:

The purpose of the Board of Study Meeting is to provide a forum for discussion between student and staff involved in all aspects of a course.

Students elect student members of the board at start of each semester/ academic year, to ensure that all the various interests on the course are adequately represented.

Each course holds a board of study meeting once per semester. The membership includes:

- Student representatives;
- Subject/course leader;

- Academic staff aligned to the delivery of the course or courses; and Support services representatives.

A student representative represents the course or year group and is responsible for notifying the board of issues which have been brought to them by him/her. The student representative should be aware of the function of the board of study, and should ensure that representatives are alerted in good time to matters of concern, or to suggest initiatives.

At MSA, minutes are made of the discussion and decisions of each board meeting, and this is circulated among members with outcomes. The reports are included with the school annual monitoring report for consideration by the University. The points raised at the meeting are carefully recorded for issues arising, and the action taken upon them.

Student representatives

Student members of the Boards are elected at the start of each semester, to ensure that all the various interests on the Course are adequately represented. Each Course is required to have a Boards of Study meeting once per Semester, between weeks 6 and 8. There should be 2 students per year, per Course to represent the student body.

Dates

Board of Study meetings are to be held on the following dates. Student representatives are to attend:

Semester 1 November

Semester 2 March

Unit Evaluation Form (Form 17) and Online Course Evaluation Questionnaire

Unit and feedback form is distributed among students before the end of the semester. The aim of this feedback process is to elicit views on the quality of all the units taken, and on the experience of being a student on a course of study.

Unit forms, which examine each module in some detail, are distributed at the end of each semester. Online course questionnaires, which invite comment on a course in general, are available the end of the semester. Both forms are completely anonymous.

The whole feedback process would also be reviewed on a regular basis, to ensure that that it is effective in developing course content and material and help in providing good quality experience for students.

4.8 Training, Career Advice, Opportunities and Placement

MSA is keen to provide its students with competitive courses that aim to prepare them to compete effectively in the job market. The academic advisors and tutors co-operate closely with the Training and Career Placement Office which provides feedback on the skills required by the job market in a specific course. The office also provides feedback on points of strengths of MSA graduates and comments on areas that require improvement. This continuous effort insures that courses are up-to-date and relevant to the needs of both national and international employers.

The Training Career Placement Department organises periodical employment fairs that aim to provide students with exceptional work opportunities. The department also contacts new employers to increase the number and to improve the standard of the portfolio of corporations recruiting MSA graduates.

4.9 Logistics and Student Support

MSA considers one of its main goals is to provide a unique, friendly and pleasant atmosphere for its students. Staff members and students interact together constantly as members of one family. Support and guidance is provided to students mainly from the Faculty Registrar and Student Affairs. The services include:

- Advice on solving problems and the procedures to be followed.
- Enrolment and fees payment.
- Registration procedure.
- Advice on career placement and training opportunities.
- Disability support and guidance.
- Attendance excuses.
- Receive appeals and complaints.
- Counselling.
- Enrolment/Graduation Certificates.
- Provide advice on any issue that concerns students' welfare other than the above.

Subject Advice and Educational Guidance

MSA's main mission is to provide a well-rounded unique learning environment for the students. MSA has introduced many methods to provide academic advice and aid to all students through the following channels:

Academic advisor

Academic advisors are available for students to offer advice and guidance during registration of courses. They also provide information to students about the different majors/ pathways within the faculty. The assistants are also available to offer advice and support at any time.

Teaching assistants are available to offer extra help to students. They work with students either individually or in small groups according to their individual needs.

4.10 Information for Students with Disabilities

As an educational institution and employer, MSA recognises the equal rights of individuals and groups to be free from discrimination on the bases of sex, marital status, nationality, disability, and political and religious belief. The University accepts its responsibility in relation to these rights for people who are undertaking activities as part of their study or employment with MSA.

Thus, within this context, MSA supports any student with any form of physical disability who would require special tutorial help in academic reading and writing. Students with physical disabilities are taken into consideration not only in respect to examination arrangements but also in attendance and in the marking of coursework and examination papers, provided that the student has reported it at an early stage. Disability that may require consideration and when necessary, MSA offers one to one deemed tutorial help.

MSA is committed to a continuous course of upgrading its estate in order to improve accessibility for the disabled by incorporating provisions for wheelchair users. Thus this new campus includes the establishment of ramps, lifts, and toilets for disabled persons.

4.11 Information & Learning Resources Services

Learning resources and support are provided by MSA through different channels:

IT Central Services

The IT Unit controls and monitors the work of different faculties. It also co-ordinates between different units in the use of shared resources. The unit is also responsible for maintaining the IT infrastructure in the university.

This unit is responsible for providing hardware and software packages for the faculty requirements; as well as maintenance of equipment. It is also responsible for equipping all computers with different operating systems platforms, database management systems, programming languages, software development kits, and education software tools to provide suitable training for different fields of specialisation.

It is also responsible for providing support to all instructors and students in using the audio-visual aids provided by the university.

4.12 Library Services

MSA Central Library is a two story building of about **1,700 square meters**. The Library halls are furnished with shelves of books, periodicals and graduation projects. The main hall accommodates up to **800 users**. The Central Library is equipped with central air conditioning, **Wi Fi** access, computer devices, soundsystem and Internet access available to all users.

MSA Library is connected to various databases:

EKB (Egyptian Knowledge Bank)

EBSCOhost

JSTOR

GLOBAL PLANTS

Aluka

the Library team will be glad to help you to identify and use the electronic resources that you need for your studies. Training sessions will be held regularly to train the students on how to use the databases effectively. Such training will be scheduled. All the facilities and services of the Library are available to all faculty members, students and staff via the university's network.

4.13 Health and Safety

You have the same health and safety responsibilities as any other member at MSA and you must take reasonable care of your own health and safety and those of other people.

We are committed to ensuring that the University is a healthy and safe place in which to study and work. As a community of individuals working together, it is important that we all play our part in keeping our environment safe. Students can help (by ensuring that they understand and follow the health and safety procedures and guidance, and by taking care of themselves and those around them

4.14 Equality and Diversity

The University is committed to promoting equality of opportunity to enable students and staff to reach their full potential in an environment free from unfair and unlawful discrimination. We expect students and staff to respect each other as individuals, each with significant value and potential. This enables the work we collectively and individually produce to benefit from a wide range of influences.