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**First Term Exam 2023: A Model Answer**

**The question:** In a well-organized essay, highlight the basic similarities as well as the differences between both the political and official executives on either side of the Atlantic.

**The Answer:** A comparative essay

**Introduction: 3pts**

- The frame of reference and grounds of comparison should be clear.
- Clearly state the thesis statement
- Clarify the points to be tackled in the body

**The Body: 10pts**

- The body has to be partitioned into paragraphs
- Each paragraph has to contain a core idea (topic sentence) with an explanation and illustration.
- The organizational scheme of the body can be either paragraph by paragraph or point by point

**Some Key Ideas:**

- **The British Political System:**
  - **Monarchical government (constitutional monarchy), a Unitary system with devolution.**
  - **Basic Characteristics: Parliamentary system, parliamentary democracy, the fusion of power, an unwritten/uncodified constitution that is flexible and easy to amend.**
  - **The system's basic principles: The rule of law, commitment to democracy**
- **The American Political System:**
  - **A Federal system with a Republican government.**
  - **Basic Characteristics: Presidential system, Popular sovereignty, separation of powers, checks and balances**
  - **A highly credible constitution: Written/codified, more rigid, less easy to amend**
  - **The system's basic principles: The rule of law, commitment to democracy**

**Conclusion: 3pts**

It needs to contain a brief summary of the comparative analysis and/or results covered in the essay.

**Writing style: 4 pts**

**N.B.:** spelling and grammatical mistakes are taken into consideration.



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**S1 Exam in PSS Answers**

**I. Read the following statements and say whether they are true or false, then justify the false ones. (14 points).**

1. Initially, a presentation is a form of two-way communication.

False.... At the start, it is a form of one-way communication

2. If you are unable to answer a question from an audience member during your presentation, it is a good strategy to ask the audience member to see you after the presentation so you can understand the question better and answer it.

False. Just admit that you're unaware about the answer and you might check it later....

3. It is generally NOT a good practice to deliver a presentation by mentioning the highlights of what is on the screen.

...False. It is a good one to focus on the highlights (the key ideas) then you need to develop them using your own words without looking at the screen.....

4. The outline of a presentation should include acknowledgments.

False. It covers only the main points that you're going to tackle. You show that at the beginning of your presentation. Acknowledgement comes at the end of the presentation (not obligatory)

5. Font size of the bullet points on presentation materials should be large enough for you to be able to read from the screen during the presentation.

False. Not for the presenter, but for the audience. Because the speaker is not suppose to read from the screen.

6. When rehearsing a presentation, it is helpful to recognize and prevent fillers such as umm and ahh.

...True.....

7. One advance preparation you can do to overcome initial nervousness when delivering a presentation is to ask the audience to write down their questions and give them to you in advance.

False. Never ask for questions before you start. Better preparation is a key. Other strategies are also accepted like breath-taking, drinking water, talking to someone close ....

8. To contrast text on a presentation slide for better viewing, it is preferable to use light text on a light background.

False. Dark text on light background, and not both.

9. While presenting, you should look at the eyes of random people in the audience.

...True.....

10. It is highly recommended that you should not move around the stage or floor where you are presenting.

False. Moving is important but not too much, otherwise this will distract the audience.....

**II. Different openings for different topics (6 points).** Form four different openings for the following themes:

a. Longevity (living long)

c. Choosing university major

b. Big salary is much more important than job satisfaction.

d. Equality between men and women

Topic	Opening strategies	The opening
	<b>1. Asking a rhetoric question</b>	<b>Depends on the topic the students chose.</b> <b>Students should respect the requirements of each strategy</b>
	<b>2. A quote</b>	<b>Depends on the topic the students chose</b> <b>Students should respect the requirements of each strategy</b>
	<b>3. Stating facts</b>	<b>Depends on the topic the students chose</b> <b>Students should respect the requirements of each strategy</b>
	<b>4. Telling a story or an anecdote</b>	<b>Depends on the topic the students chose</b> <b>Students should respect the requirements of each strategy</b>

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**Department of English Language**

**Level: Master 2 (Lit & Civ)**

**Module: ICL**

**First term**

### **Model Answer**

**Part One:** Explain the following concepts and illustrate with one example (10 pts: 9 pts content/ 1 pt language).

1- The depoliticization of comparative literature

To go beyond **the national chauvinistic perspective** of the French school. It is the **key contribution** of the American school. Comparative literature as a discipline become more **transnational (universal) and interdisciplinary** in its orientation. (2 pts)

Example:

- Henry Remak's *The History and Principles of Comparative Literature as a Discipline*
- Ihab Hassan's *The Dismemberment of Orpheus* (1pt)

2- Universalism as a form of parochialism

It is a **postcolonial criticism** advocated by **Chidi Amuta** to the Euro-American schools. The comparative method that was launched by Western scholars was considered an attempt to achieve **a Eurocentric interpretation of universalism**, which is biased at its core. (2pts)

Example:

- Joseph Conrad's *Heart of Darkness* vs. Chinua Achebe's *Things Fall Apart*
- (White) feminism vs. (Black) womanism (1 pt)

The **old paradigm** considers translation as an act of **transferring** meaning from the original texts to targets languages. Many old literary works were translated based on the criterion of **pure faithfulness** to the original text. (2pts)

Example:

- Schlegel-Tieck translation of Shakespeare's plays (1797-1810). (1pt)
- Bayard Taylor (1825-1878) translated Goethe's Faust.



**Part Two:** Answer the following questions briefly with relevant illustrations (10 pts: 8 pts content / 2 pts language).

- 1- "Neither the word, nor the text, but the culture becomes the operational 'unit' of translation" (Lefevere). To what extent can literary translation be considered an art of recreating thoughts, emotions and styles?

=> **M2 students should cover the following key points:**

- Translation as a form of rewriting produced and read with a set of ideological and political constraints within the target language's cultural system.
- **The cultural turn.**
- The inventive nature of translation.
- The "original" and the "translation" become equal entities. (4 pts)

- 2- Based on the insights provided by Sandra Bermann, in what sense can comparative literature and translation studies contribute to the rise of "responsive humanities" in the twenty-first century?

=> **M2 students should cover the following key points:**

- "Responsive humanities" as key disciplines that seek to achieve global consciousness and mark the rise of a polyglot planet.
- Diversity and inclusion as contemporary ideals and the role of translation & comparative literature in achieving them by creating multiple routes & roots using cross-cultural communication tools.
- Translation studies and comparative literature create a sense of "responsiveness" between people from different nations and cultures. (4pts)

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**M2 S3 EXAM in TC**

Q1: 10 pts

● **Explanation of Hofstede's (1991) dimensions:**

- 'Power distance';
- 'Individualism' / 'Collectivism';
- 'Assertiveness' / 'Modesty';
- 'Avoidance of uncertainty'; and
- 'Short term' / 'Long term' focus.

Q2: 10 pts

● **Reference to what to teach in the name of culture:**

- Different types of knowledge;
- Different types of culture.