

# 2014-2015 LONG SIGNATURE SHEET

REVISED  
RECEIVED  
4/18/16



UNC CHARLOTTE

Proposal Number:

LACS 3-7-2016

Proposal Title:

(1) Reduction of Credit Hours for the M.A. in Spanish from 36 to 30 Credit Hours; (2) Addition of New Class 6004S; (3) Other Revisions to the Degree.

Originating Department: Languages and Culture Studies (LACS)

RECEIVED  
4/11/16

TYPE OF PROPOSAL: UNDERGRADUATE \_\_\_\_\_ GRADUATE X \_\_\_\_\_ UNDERGRADUATE & GRADUATE \_\_\_\_\_  
(Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
4/8/16	4/8/16	4/11/16	Approved	DEPARTMENT CHAIR Ann González
		4/15/16	Approved	COLLEGE CURRICULUM COMMITTEE CHAIR Janet E. Levy [print name here:] Janet E. Levy
	4-22-16	4-22-16	Approved	COLLEGE FACULTY CHAIR (if applicable) Elizabeth Spears [print name here:] Elizabeth Spears
			Approved 4/29/16	COLLEGE DEAN Shawn Long (SB) Nancy Gutierrez
			Approved	GENERAL EDUCATION (if applicable; for General Education courses) [print name here:]
			Approved	HONORS COLLEGE (if applicable; for Honors courses & programs) [print name here:]
			Approved	UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR (for undergraduate content)
4/29/16	5/3/16	6/7/16	Approved	GRADUATE COUNCIL CHAIR (for graduate content) Rob Roy McGregor Rob Roy McGregor
				FACULTY GOVERNANCE ASSISTANT (Faculty Council approval on Consent Calendar)



UNC CHARLOTTE

**LONG FORM**

**COURSE AND CURRICULUM PROPOSAL**

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\*To: Graduate Council

From: Department of Languages and Culture Studies (LACS)

Date: March 7, 2016

**Re: (1) Reduction of Credit Hours for the M.A. in Spanish from 36 to 30 Credit Hours; (2) Addition of New Class 6004S; (3) Other Revisions to the Degree.**

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The Long Form is used for major curriculum changes. Examples of major changes can include:

**Undergraduate:** Major changes include new undergraduate degrees, minors, concentrations, certificates, and changes to more than 50% of an existing program (Note: changing the name of an academic department does not automatically change the name(s) of the degree(s). The requests must be approved separately by the Board of Governors.)

**Graduate:** Major changes include new graduate courses, major changes to an existing graduate course or major changes to an existing graduate program

Submission of this Long Form indicates review and assessment of the proposed curriculum changes at the department and collegiate level either separately or as part of ongoing assessment efforts.

\*Proposals for undergraduate courses and programs should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals related to both undergraduate and graduate courses, (e.g., courses co-listed at both levels) must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council.

University of North Carolina at Charlotte

LACS 1-25-2015

Revised; Graduate

Revised 05/06/14  
OAA/mjw

Course and Curriculum Proposal from: Languages and Culture Studies

**TITLE:** M.A. in Spanish: Reduction of Credit Hours for the M.A. in Spanish from 36 to 30 Credit Hours, with an Accompanying Degree Works Update that Includes the Addition of One New Critical Course for the Program

**II. CONTENT OF PROPOSALS**

**A. PROPOSAL SUMMARY.**

1. **SUMMARY.** The Department of Languages and Culture Studies (LACS) proposes a reduction of credit hours for the M.A. in Spanish from 36 to 30 credit hours, with accompanying revisions to the degree that include the addition of one new critical course for the program, TRAN 6004S: Translation Project Management.

**B. JUSTIFICATION.**

1. A reduction of credit hours for the M.A. in Spanish from 36 to 30 credit hours would better align our M.A. with similar programs at UNC Charlotte, as well as the requirement of 30 credit hours for a similar degree at institutions such as the University of Virginia, the University of Georgia, Kansas University, the University of Notre Dame, the University of Tennessee, the University of Florida, the University of Alabama, Arizona State University, Michigan State University, and Vanderbilt University. We have found that, compared to such institutions, the extra credit hours we require do not contribute as much as we had expected to the academic experience and career advancement of our graduates. The proposed reduction would facilitate time to degree and position our M.A. to explore joint or double M.A. degrees.

Finally, LACS is proposing to change the word “tracks” that now exist in the MA to “concentrations” in keeping with University practice.

2. Discuss prerequisites/corequisites for course(s) including class-standing, admission to the major, GPA, or other factors that would affect a student’s ability to register.

No changes

3. Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.

The TRAN 6004S number is consistent with the UNC Charlotte Policy Statement regarding course numbering for Master’s Level Courses (<http://provost.uncc.edu/policies/course-numbering-status>)

The numbering of other courses will not involve any changes.

4. In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?

The proposed reduction from 36 to 30 credit hours will improve the efficiency of the M.A. in Spanish and make it more attractive to more potential graduate students by shortening the time to degree for many of them, by as much as a semester or even more for those studying part time and taking only 1-2 courses per semester. It will improve the scope of the M.A. by better positioning it for graduate students interested in possibly pursuing a joint or double M.A. degree. It will bring our M.A. in Spanish in line with other more established 30-credit hour programs at institutions such as those listed above, making it possible for us to offer the same quality as they do in the same number of hours. In terms of scope in this context, the reduction to what seems to be a national norm will make our M.A. more competitive in terms of recruitment, in that students will see that we do not require six more credit hours than many other M.A. programs at other universities.

5. If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.

The TRAN 6004S: Translation Project Management course was offered as a TRAN 6900S - Special Topics in English↔Spanish Translation Studies course in the spring 2015 semester with 13 graduate students enrolled. This is a key translation management and technology course that will complement TRAN 6003S - Computer-Assisted Translating.

- C. IMPACT.** Changes to courses and curricula often have impacts both within the proposing department as well as campus-wide. What effect will this proposal have on existing courses and curricula, students, and other departments/units? Submit an Impact Statement that fully addresses how you have assessed potential impacts and what the impacts of this proposal might be. Consider the following:

1. What group(s) of students will be served by this proposal?

It should help students with a more standard, shortened time to degree, and those who may seek to enroll in joint or double M.A. programs at UNC Charlotte at the same time.

2. What effect will this proposal have on existing courses and curricula?
  - a. When and how often will added course(s) be taught?

TRAN 6004S: Translation Project Management will be taught every 3-4 semesters as part of the graduate course cycle.

b. How will the content and/or frequency of offering of other courses be affected?

TRAN 6004S: Translation Project Management has already been worked into the graduate course cycle, complementing the frequency of offering of other courses in the M.A. program.

c. What is the anticipated enrollment in course(s) added (for credit and auditors)?

10-17 graduate students.

d. How will enrollment in other courses be affected? How did you determine this?

TRAN 6004S: Translation Project Management has already been worked into the graduate course cycle, complementing the enrollment in other courses in the M.A. program.

e. Identify other areas of catalog copy that would be affected, including within other departments and colleges (e.g., curriculum outlines, requirements for the degree, prerequisites, articulation agreements, etc.)

It would not affect any other units in the college.

### III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

When added resources are not required, indicate "none". For items which require "none" explain how this determination was made.

A. **PERSONNEL.** Specify requirements for new faculty, part-time teaching, student assistants and/or increased load on present faculty. List by name qualified faculty members interested in teaching the course(s).

All the personnel needed is already in place for the M.A. in Spanish.

Dr. José Manuel Batista  
Dr. Carlos Coria  
Dr. Michael Doyle  
Dr. Concepción Godev  
Dr. Ann González  
Dr. Jeff Killman  
Dr. Maryrica Lottman  
Dr. Anton Pujol

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OAA/mjw

Dr. Mónica Rodríguez

Dr. Mónica Rodríguez teaches the TRAN 6004S: Translation Project Management course.

**B. PHYSICAL FACILITY.** Is adequate space available for this course?

Yes. No additional space needed

**C. EQUIPMENT AND SUPPLIES:** Has funding been allocated for any special equipment or supplies needed?

None required. No additional funding needed at this time. Future equipment or supplies requests will be made routinely by LACS and the Language Resource Center (LRC).

**D. COMPUTER.** Specify any computer usage (beyond Moodle) required by students and/or faculty, and include an assessment of the adequacy of software/computing resources by available for the course(s).

Students and faculty will continue to use the computer (software/computing) resources that are already available in the Language Resource Center to serve the M.A. in Spanish.

**E. AUDIO-VISUAL.** If there are requirements for audio-visual facilities beyond the standard classroom podiums, please list those here.

None. No additional audio-visual resources needed at this time.

**F. OTHER RESOURCES.** Specify and estimate cost of other new/added resources required, e.g., travel, communication, printing and binding.

None. No additional resources needed at this time.

**G. SOURCE OF FUNDING.** Indicate source(s) of funding for new/additional resources required to support this proposal.

None. No additional funding for new/additional resources needed at this time.

**IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS**

**A. LIBRARY CONSULTATION.** Indicate written consultation with the Library Reference Staff at the departmental level to ensure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of [Consultation on Library Holdings](#)).

The 30 hours MA in Spanish will make use of the current holdings and standard ordering procedures for the graduate programs already in place in LACS. See attachment.

- B. CONSULTATION WITH OTHER DEPARTMENTS OR UNITS.** List departments/units consulted in writing regarding all elements outlined in IIC: Impact Statement, including dates consulted. Summarize results of consultation and attach correspondence. Provide information on voting and dissenting opinions (if applicable).

No consultation is required.

- C. HONORS COUNCIL CONSULTATION.** In the case of Honors courses or Honors programs indicate written consultation with the Honors Council (if applicable).

N/A

#### **V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL**

- A. ORIGINATING UNIT.** Briefly summarize action on the proposal in the originating unit including information on voting and dissenting opinions.

In the fall 2015 semester, the proposal was made available for review by the Spanish Graduate Faculty in the Department of Languages and Culture Studies. Per standard procedure, it was submitted to the department's Academic Policy and Curriculum Committee, which then placed it on the Consent Calendar. The department voted 16 in favor, 2 nays and one abstention by overwhelming majority to approve the proposal at its meeting on 4/8/16.

- B. CREDIT HOUR. (Mandatory if new and/or revised course in proposal)**  
Review statement and check box once completed:  
X ☐ The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a credit hour.

- C. ATTACHMENTS.**
- 1. CONSULTATION:** Attach relevant documentation of consultations with other units.  
  
N/A
  - 2. COURSE OUTLINE/SYLLABUS:** For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of

publication. For Graduate Courses attach a course syllabus. Please see [Boiler Plate for Syllabi for New/Revised Graduate Courses](#).

See attached syllabus.

3. PROPOSED CATALOG COPY: Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or corequisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend. Copy and paste the [current catalog copy](#) and use the Microsoft Word “track changes” feature (or use ~~red text with “striketrough”~~ formatting for text to be deleted, and adding [blue text with “underline”](#) formatting for text to be added).

- a. For a new course or revisions to an existing course, check all the statements that apply:
- ☐ This course will be cross listed with another course.
  - ☐ There are prerequisites for this course.
  - ☐ There are corequisites for this course.
  - ☐ This course is repeatable for credit.
  - ☐ This course will increase/decrease the number of credits hours currently offered by its program.
  - ☐ This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.

If overall proposal is for a new degree program that requires approval from General Administration, please contact the [facultygovernance@uncc.edu](mailto:facultygovernance@uncc.edu) for consultation on catalog copy.

## Spanish, M.A.

← Return to: [Academic Programs \(by level\)](#)

The Master of Arts in Spanish is designed to provide a rich variety of graduate coursework in a major world language that is becoming increasingly important in the United States. The program builds on a comprehensive undergraduate curriculum and consists of two [tracks/concentrations](#): Language, Literature and Culture (LLC) and Translating and Translation Studies (TTS). The M.A. in Spanish serves individuals who seek a greater understanding of Spanish language, literatures and cultures, and who seek career and professional advancement opportunities in education, translation, applied language (Business Spanish), and who contemplate pursuing a Ph.D. in fields such as Hispanic literature, linguistics, translation studies, intercultural communication, or international studies.

### Admission Requirements

In addition to the general requirements for admission to the Graduate School, the following are required for the M.A. in Spanish:

- A baccalaureate degree in Spanish or in a related field that required upper-division coursework in undergraduate Spanish (e.g., Latin American Studies, International Studies, International Business), with an overall GPA of at least 2.75 (on a 4.0 scale).
- An acceptable score on the Aptitude Portion of the Graduate Record Examination (GRE).
- An essay that addresses the applicant's motivation for enrolling in the M.A. in Spanish, to include particular areas of research interests and career or professional goals. Students seeking enrollment in the LLC [track/concentration](#) should-must write this essay in Spanish and demonstrate a high level of proficiency in Spanish by attaching an additional writing sample (a college term paper or similar document). Students seeking enrollment in the TTS [track/concentration](#) may write the essay in either English or Spanish but must demonstrate high levels of literacy and proficiency in both languages by providing writing samples in each.
- An oral interview with the Graduate Program Director.
- Three letters of reference. For those interested in the LLC [track/concentration](#), at least two of the letters must be from professors. For those interested in the TTS [track/concentration](#), at least one of the letters must come from a professor, and letters not written by a professor must be from professionals working in the field of Spanish, translation and interpreting, or a closely related area (Latin American Studies, International Studies, International Business, etc.). Letters not written by professors should *not* come from a friend or family member but from a work supervisor or somebody in a similar professional capacity.

### Prerequisite Requirements

[LLC](#) Applicants who do not have advanced-level undergraduate coursework in Spanish language and the literature and culture of Spain and Latin America will be required to take a minimum of two courses in these areas as part of their preparation for enrollment in the M.A. program. Such coursework may be taken as a post-baccalaureate graduate student (PBG), and up to six hours of such coursework with a grade of B or higher may be transferred forward to the

M.A. program upon admission to the program. [Applicants should consult with the program director for counseling.](#)

### **Degree Requirements**

The Master of Arts in Spanish requires ~~36-30~~ graduate credit hours: either ~~36-30~~ credit hours of graduate coursework or ~~30-24~~ credit hours of graduate coursework plus a master's thesis (6 credit hours). For any course to count toward the M.A. in Spanish, it must have been taken within six years from the date of enrollment in the program. No more than six credit hours evaluated with a grade of C may be counted toward the minimum hours required for the master's degree.

### **Admission to Candidacy Requirements**

Upon successful completion of a minimum of ~~48-15~~ credit hours of graduate coursework, and in no case later than four weeks prior to the beginning of the semester in which he/she expects to complete all requirements for the degree, a student should file for admission to candidacy on a form that is available in the Graduate School or by logging into ~~49er~~ Express ([seegraduateschool.uncc.edu/current-students/forms](http://seegraduateschool.uncc.edu/current-students/forms) for details). This application is a check sheet approved by the student's advisor, and program administrator listing all coursework to be offered for the degree (including transferred credit and courses in progress).

### **Assistantships**

A limited number of graduate assistantships are available on a competitive basis each year. Applications must be received no later than April 15 for assistantships beginning the following academic year. Further information is available in the [Department of Languages and Culture Studies](#).

### **Internships**

The Department approves a limited number of internships ([SPAN 5410](#) and [TRAN 6480S](#)) which provide program-related experience for graduate students who seek to develop their Spanish skills in a professional setting. Further information is available in the Department of Languages and Culture Studies.

### **Practica**

The Department offers [TRAN 6481S - Translation Cooperative Education](#) (1-3 hours of credit) to provide on-site work in translating texts or interpreting, English ↔ Spanish. Site, workload and remuneration to be determined in consultation with employer and one faculty co-op advisor. Provides practical and professional training experience under conditions that the University cannot duplicate.

### **Core Courses**

~~All M.A. candidates, regardless of which track option is pursued Language, Literature and Culture (LLC) or Translating and Translation Studies (TTS) must complete four graduate core courses (12 hours) distributed as follows: one in Spanish literature, one in Spanish American literature, one in Spanish or Spanish American civilization and culture, and one in Spanish linguistics.~~

### **[Track-Concentration](#) Descriptions**

### **Track I: Concentration in Language, Literature, and Culture (LLC)**

~~In addition to the 12 core hours,~~ The LLC ~~track-concentration~~ formally consists of ~~24-30~~ hours of graduate credits-either ~~24-30~~ hours of graduate coursework or ~~18-24~~ hours of graduate coursework plus a master's thesis (6 credit hours ~~of SPAN 6902~~)-in Spanish and Spanish American literature, Spanish and Spanish American civilization and culture (including literature and film studies), Spanish linguistics, methodology, applied language (Spanish for business and international trade), special topics in Spanish, and may include up to 3 hours of professional internship in Spanish. These courses may be taken from among the following: SPAN 5050, 5120, 5121, 5122, 5201, 5202, 5205, 5206, 5210, 5211, 5212, 5213, 5215, 5217, 6003, 6005, 6007, 6201, and 6901. The LLC ~~track-concentration~~ allows for an in-depth development of Spanish language skills and is especially recommended for teachers of Spanish. It also provides excellent preparation for individuals who may wish to pursue the Ph.D. in Spanish, for whom courses in literature and linguistics are especially recommended.

### **Track II: Concentration in Translating and Translation Studies (TTS)**

All TTS graduate students must complete at least two graduate SPAN courses (any two 5000 or 6000 level courses, excluding SPAN 6902 - Thesis). In addition to these ~~6-12 core-SPAN~~ hours, the TTS ~~track-concentration~~ formally consists of 24 hours of graduate credits-either 24 hours of graduate coursework, or 18 hours of graduate coursework plus a master's thesis (6 credit hours ~~of TRAN 6902S~~)-in the history, ~~and~~ theory, ~~and~~ method of translation (TRAN 6001S), linguistics for translators (TRAN 6002), translation project management and technologies (TRAN 6003S and 6004S), and the analysis and translation of different types of texts and discourse: business, technical, medical, legal, scholarly, and literary (TRAN 6003S, 6472S, 6476S, 6481S, 6900S, 6901S). It may also include special topics courses in Spanish ↔ English translation, up to 3 hours of professional internship in translating (TRAN 6480S), and a translation thesis (TRAN 6902S equivalent to 6 hours). Coursework in applied language areas such as Business Spanish is especially appropriate for the TTS ~~track-concentration~~. This specialized ~~track-concentration~~ serves individuals interested in a career in professional translation or in enhancing their career or work opportunities as specialists in the language and culture industries. It also provides preparation for those who may wish to pursue a Ph.D. in fields such as Spanish, linguistics, translating and translation studies, intercultural communication, or international studies.

### **Elective Courses**

With the approval of the department, a student may take 3 hours of elective credit in related areas as part of the ~~24-30-36~~ hours. The student must submit a written request to the Graduate Program Director explaining how these hours of elective credit will enrich his/her program.

### **Advising**

Graduate students are advised by the Graduate Program Director and by designated graduate faculty members in good standing.

### **Transfer Credit**

Up to six hours of appropriate graduate credit may be accepted for transfer from another accredited institution. Additional non-residence credit for graduate study abroad may be possible via departmental pre-approval.

### Licensure

Students seeking licensure in Spanish should obtain information on requirements from the Teacher Education Advising, Licensure, and Recruitment Office (TEALR) in the College of Education.

### Comprehensive Examination

After Admission to Candidacy, each student must successfully complete a four-hour comprehensive examination, based partly on a core Reading List and partly on the coursework completed. The Reading List is published online at [languages.uncc.edu](http://languages.uncc.edu). The student must be enrolled during the semester in which he/she takes the comprehensive examination, which is usually taken during a student's final semester of enrollment in the program. The exams are scheduled twice a year: usually in mid to late November of each Fall semester and in mid to late April of each Spring semester.

### Thesis

The M.A. thesis is optional for both [tracks/concentrations](#): Language, Literature and Culture (LLC) and Translating and Translation Studies (TTS).

### Catalog Copy for new Course:

#### TRAN 6004S – Translation Project Management

#### Credit Hours: (3)

Provides a hands-on introduction to traditional project management and its application to translation and localization projects (cultural adaptation), enhancing one's understanding of the language industry while providing preparation for a successful transition to the job market.

4. ACADEMIC PLAN OF STUDY (UNDERGRADUATE ONLY): Does the proposed change impact an [existing Academic Plan of Study](#)?  
☐ Yes. If yes, please provide updated Academic Plan of Study in template format.  
☐ No.
5. STUDENT LEARNING OUTCOMES (UNDERGRADUATE & GRADUATE): Does this course or curricular change require a change in Student Learning Outcomes (SLOs) or assessment for the degree program?  
☐ Yes. If yes, please provide updated SLOs in template format.

X ☐ No.

6. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?

X ☐ Yes. Briefly explain below.

☐ No. Briefly explain below.

The policy to reduce textbook costs for students is in place for all the courses taught in the LACS Department.

**IMPORTANT NOTE:** A Microsoft Word version of the final course and curriculum proposal should be sent to [facultygovernance@uncc.edu](mailto:facultygovernance@uncc.edu) upon approval by the Undergraduate Course and

**Curriculum Committee and/or Graduate Council chair, TRAN 6004S:**  
**TRANSLATION PROJECT MANAGEMENT**

W, 5:00PM-7:45 PM, COED 402 and LRC (COED 434)

<b><u>Instructor</u></b>	<u>Mónica Rodríguez-Castro</u>	<b><u>Phone</u></b>	<u>(704) 687 1983</u>
<b><u>Office</u></b>	<u>COED 410</u>	<b><u>E-mail</u></b>	<u>Monica.Rodriguez@uncc.edu</u>
<b><u>Office</u></b>	<u>M, 12:15 PM-1:15 PM, W 2:15-3:30</u>		<u>profesoramonicarodriguez.span</u>
<b><u>Hours</u></b>	<u>PM, and by appointment</u>	<b><u>Skype</u></b>	
<b><u>Department</u></b>	<u>COED 427 <a href="http://languages.uncc.edu">http://languages.uncc.edu</a></u>	<b><u>Phone</u></b>	<u>(704) 687 8754</u>
<b><u>Language</u></b>	<u>See LRC hours: <a href="http://lrc.uncc.edu/">http://lrc.uncc.edu/</a></u>		<u><a href="http://helpdesk.uncc.edu">http://helpdesk.uncc.edu</a></u>
<b><u>Resource Center</u></b>		<b><u>Moodle Support for Students</u></b>	

This syllabus contains the policies and expectations I have established for TRAN 6900S. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course.

**Required textbook:**

**No textbook will be required for this course.** Assigned readings will be posted on the class page (Moodle, link to Google Drive) and will be made available in an electronic format.

**Moodle:** <http://moodle2.uncc.edu> (daily announcements, weekly assignments, readings, etc.)

**Additional reading materials:**

Handouts provided via Moodle

**Additional reference materials:**

Robert K. Wysocki and Rudd McGary. *Effective Project Management: Traditional, Adaptive, Extreme*. 4th ed. Indianapolis, IN: Wiley, 2007. Print. ISBN: 978-0470042618 (the instructor owns a copy, available her office for consultation.

Project Management Institute (PMI). *A Guide to the Project Management Body of Knowledge (PMBOK® GUIDE)*. 4th ed. Newton Square, PA: PMI, 2008. Print. (Library copy – OCLC number: 42578841.

**Style guide:** Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. New York: Modern Language Association of America, 2009. Print.

**Certifications:** Project Management Institute Certification: <http://www.pmi.org/Certification.aspx> ; Localization Project Management Certification: <http://www.localizationinstitute.com/course/localization-project-management-lpm-certification/>

**Prerequisites:**

Graduate Standing.

**Course description:**

This course is designed to enhance students' understanding of the language industry and to prepare them for a successful transition to the job market. The semester begins with an

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OAA/mjw

examination of the U.S. translation industry, its primary business models, career paths, quality standards, and technologies. Students will research the current job market, develop targeted résumés, and learn strategies for marketing their professional skills to clients. Throughout the semester, students will have opportunities to learn from experienced translation professionals who will share their expertise and advice through published interviews or as guest speakers. After providing a brief overview of the language industry, the course will take a chronological approach. We will begin our examination of the language industry project management process with the project manager's initial contact with a prospective client, cover each phase of the process in detail, and end with the project postmortem. Bridging theory and practice, students will engage in a number of exercises and simulations designed to illustrate the application of the project management body of knowledge to typical language industry projects. The course will focus on the skills required to perform the duties of a translation or localization project manager, including use of project management software (Microsoft Project) and certain specialized CAT (computer-assisted translation) and localization tools.

Students will be required to use standard Microsoft Office programs, e-mail and e-mail attachment procedures for the purpose of personal Internet communication. Intra-class communications will be by e-mail. Ideally, students should be able to access their mail both at home and at the university, but university access is the highest priority. Students who fail to comply with this stipulation cannot expect a satisfactory grade in the class. E-mail communication will be counted as part of the class participation grade. Neither typed nor handwritten paper materials are acceptable as fulfillment of class requirements.

Handouts and web-based materials (Google Drive) will be made available during the course of the semester. PowerPoint presentations are available on Moodle. Handouts will be provided during class, as necessary.

#### Course objectives:

This course is designed to provide students with a hands-on introduction to traditional project management and its application to translation and localization projects. Specifically, this course will focus on:

- Requirements gathering;
- Defining and managing project scope;
- Generating the Work Breakdown Structure (WBS) and building/representing the WBS using project management software;
- Estimating duration, resource requirements, and cost to create the project schedule and budget;
- Recruiting and organizing a multilingual, multicultural project team;
- Managing the project team and team communications;
- Monitoring and controlling project progress;
- Risk and quality management;
- Gaining an understanding of the current state of the US and European translation industry;
- Exploring the role of language service providers and emerging technologies in meeting global demand;
- Preparing for the translation job market by researching current employment opportunities and provide a targeted CV that highlights relevant skills, training and experience; and
- Learning industry standards for quality control and quality assurance.

### **Student learning outcomes:**

1. Students demonstrate an ability to submit assignments and projects in a professional manner;
2. Students will be able simulate a project using SDL Trados Studio, MemoQ and/or Wordfast;
3. Students demonstrate an ability to use effective tools in order to meet project requirements;
4. Students will be able to understand LI organizational cultures and their impact on a project;
5. Students will be able to understand the need, value and weaknesses of globalization;
6. Student will be able to demonstrate an ability to analyze complexities attendant to management of a global project, with special emphasis on linguistic and cultural elements;
7. Students identify and examine textual and cultural problems and apply project management problem-solving techniques satisfactorily;
8. Student will become familiar with (a) the significance of proper scope; (b) the concept behind a WBS;
9. Students will be able to understand the importance of a complete and accurate WBS from a planning and executing point of view, and also understand that estimates of times and costs are fundamental to project success;
10. Students will become familiar with the planning and execution phases of a project and will be able to execute project control mechanisms such as gant charts and networks;
11. Students will understand various types of costs, the relationship between costs and schedules and the triangle of priorities;
12. Student will understand the challenges of virtual teams and the concept of time and resource constraints;
13. Students will understand the definition and characteristics of a high performance teams and be able to develop strategies for developing and reinforcing high performance teams
14. Students demonstrate an ability to define tasks, predecessors and successors and compute early start / finish and late start/finish and critical paths;
15. Students will be able to understand the importance of scheduling / allocating resources to a constraint project and define a risk management process;
16. Students will be able to develop expertise in communicating, collaborating, managing workflows, and meeting project specifications in a professional online environment; and
17. Students will be able to implement a wide variety of tools during multiple phases of the translation workflow in a simulated project.

### **Registration requirement:**

The official registration deadline to add or drop with no charges is **September 2, 2015**. The last day to withdraw from the course with W is October 27, 2015. University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by the published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule prior to the deadline. Registration errors must be corrected prior to the deadline.

### **Classroom policies:**

Students are permitted to use computers during class for taking notes and for other class-related work only. Students using computers during class for work not related to that class must leave the classroom for the remainder of the class period.

The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. In case of an emergency, students using such devices must leave the classroom to minimize disruption of class activities.

As per university policy, no food or drink is allowed in the LRC.

#### Attendance and participation policy:

Students are expected to attend every class and remain in class for the duration of the session. Failure to attend class or arriving late may impact a student's ability to achieve course objectives which could adversely affect your course grade. Students are limited to a maximum of 1 excused and 1 unexcused absences. After that, absences will be considered unexcused. Missing more than 30 minutes of class time will count as ½ absence. In addition, for students to benefit fully from the process of legal translation, it is necessary to be actively involved in the class.

Unexcused absences will have the following impact on student's final grade:

**2 Unexcused absences** will result in a **5 percentage point deduction** from final grade.

**3 Unexcused absences** will result in a **10 percentage point deduction** from final grade.

**4 or more Unexcused Absences** will result in an **F** as the student's final grade.

An absence, excused or unexcused, does not relieve a student of any course requirement. Regular class attendance is a student's obligation, and it is the responsibility of a student to complete all assignments, participate in class activities and meetings, including tests and written tasks. Any unexcused absence or excessive tardiness may result in a loss of participation points.

Exceptions will be made only in case of a religious holiday, civic obligation (such as jury duty), illness, family emergency, accident, or participation in a university-sanctioned event or activity. Formal documentation (doctor's note) will be required for an absence due to medical reasons. If the observation of a religious holiday conflicts with your class attendance, students will need to provide the instructor with the Request for Religious Observances form by the end of the drop/add period (see procedure under university policy 409. <http://legal.uncc.edu/policies/up-409>).

#### Academic integrity and student responsibility:

I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and arguments can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect, you will not be permitted to participate further.

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or <http://legal.uncc.edu/policies/up-407>.

Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

It should be noted that the use of an electronic translator (Google translator) or overuse of a dictionary (word-for-word translation) will result in a grade of **F** in the assignment. Using machine translation tools is considered plagiarism. When preparing a translation, the instructor is looking for your ability to use expressions, structures and vocabulary that you have learned thus far in a creative and effective manner. Students should be mindful of the organization, content,

vocabulary and grammar in their assignment. It should not be a series of isolated sentences, but rather a well-organized message with good topic sentences and statements heading each paragraph and transition words or phrases between ideas.

**Furthermore, as a condition of taking this course, papers that the instructor suspects to be plagiarized may be subject to submission for textual similarity to Turnitin.com for the detection of plagiarism. Such works will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. No student papers will be submitted to Turnitin.com without a student's written consent and permission. If a student does not provide such written consent and permission, the instructor may: (i) require a short reflection paper on research methodology; (ii) require a draft bibliography prior to submission of the final paper; or (iii) require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper.**

#### **Student Accessibility Policy:**

Students in this course seeking accommodations to disabilities must first consult with the Office of Disability Services and follow the instructions of that office for obtaining accommodations.

#### **Title IX:**

UNC Charlotte is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC Charlotte has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that many UNC Charlotte employees, including all faculty members, are required reporters. This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must report the information to the Title IX Coordinator. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone confidentially, you can contact any of the following on-campus resources, who are not required to report the incident: (1) University Counseling Center ([counselingcenter.uncc.edu](http://counselingcenter.uncc.edu), 7-0311); (2) Student Health Center ([studenthealth.uncc.edu](http://studenthealth.uncc.edu), 7-7400); or (3) Center for Wellness Promotion ([wellness.uncc.edu](http://wellness.uncc.edu), 7-7407). Additional information about your options is also available at [titleix.uncc.edu](http://titleix.uncc.edu) under the "Students" tab.

#### **General course expectations:**

Please note that this 3-credit course requires three hours of classroom or direct faculty instruction and six hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, library research, written assignments and translation, and studying for quizzes and exams.

Students are expected to participate actively and voluntarily, and should attend every class, complete all assigned work (translations, handouts, readings, etc.), and have any assignments or tasks ready for each class session according to the syllabus. **No late work will be accepted.** No late work will be accepted. Anyone having difficulty meeting a deadline should contact the instructor well ahead of time. **The final project deadline (December 16, 7:45 p.m.)** is categorically non-negotiable.

### **Important note on submissions and deliverables:**

Assignments must be submitted as follows: always double-space texts, use font size 12, always include your name and last name and entitle the assignment. When uploading an assignment on Moodle, include your Last name and First name and the number of the assignment when naming the file; e.g. GraciosaMaria/assignment7.doc". Students must submit MS Word files (.rtf, .doc, .docx) unless indicated otherwise.

### **Important note on deliverables:**

1. Microsoft Word and Microsoft Powerpoint are required (or alternative editors). Students will be required to use standard Microsoft Office programs and e-mail. In addition, class projects will also require the use of SDL Trados Studio, MemoQ, Passolo, etc. All of these programs are installed and available for use in the lab (COED 434).
2. Students will be required to use standard Microsoft Office programs, e-mail and e-mail attachment procedures (zip files) for the purpose of personal Internet communication. Communications will be by e-mail. Ideally, students should be able to access their mail both at home and at the university, but university access is the highest priority. Students who fail to comply with this stipulation cannot expect a satisfactory grade in the class. E-mail communication will be counted as part of the class participation grade. No handwritten paper materials are acceptable as fulfillment of class requirements.
3. Assignments are due at the **beginning** of class each week; do not come late to class on account of printer problems or issues in the lab. Except when instructed otherwise, *you may use any resources (electronic, print, human, etc.) to complete your assignments, provided you not plagiarize or use sample assignments from previous MA students or industry professionals.*
4. If the student decides not submit the homework/the reading question prior to the deadline via Moodle, the grade will be reduced by 20% of the total grade for the assignment.

### **Course structure:**

- A 2h45m class per week: (a) lecture (the instructor will lecture for the first 20 minutes of each session, and (b) in-class hands-on assignments (students will complete in-class assignments that will contribute to their grade for participation and classroom work);
- Active in-class participation and engagement in discussions is required (self-assessment).
- *In-class hands-on assignments* (students will complete in-class lab assignments that will contribute to their grade for participation and classroom work). In –class assignment will be submitted by the end of the class.
- In summary, *weekly homework assignments*: (a) *reading assignment* (daily, from handouts) and (b) *one lab assignment* (or Tarea) that should be completed using specific programs. Instructions for homework assignments will be posted weekly on Moodle under the tab ‘Plan de clase’.
- Students are required to submit two questions, in advance, related to the week’s topics and readings;
- Students will submit a total of 5 deliverables.
- An in-class demonstration (MS Powerpoint) related to the final project.
- A final project (Details: TBA, a project management portfolio (with a WBS, project management documentation of a simulated project executed over the course of the semester with an undergraduate course), and a brief commentary

[2,000 words approx.] on project difficulties and how they were addressed, your approach to project completion, resource management, etc.

- Office hours for personalized discussions and explanations.

### **Grading criteria:**

#### **Grading Breakdown**

<u>Participation and Classroom Work (attendance, punctuality, oral participation, improvement, attitude, group tasks, in-class activities)</u>	<u>10%</u>
<u>Deliverables and Lab Assignments (max. 5)</u>	<u>55%</u>
<u>In-class Presentation (Final Project)</u>	<u>5%</u>
<u>Final Project (simulation of translation project, project management portfolio, 10-15 pages max.)</u>	<u>20%</u>
<u>2 questions about the readings with 150-word synopsis</u>	<u>10%</u>

#### **Grading Scale\***

<u>A</u>	<u>90-100</u>
<u>B</u>	<u>80-89.99</u>
<u>C</u>	<u>70-79.99</u>
<u>U</u>	<u>Unsatisfactory</u>

**\*Grade average and standard deviation will be used to adjust grading scale, if necessary.**

\*Please note that each student will submit two questions that could be included in a quiz and a 150-word synopsis related to the week's topic. Everyone is required to submit these questions before class. If you fail to meet the deadline, your participation grade will be considered unprepared. See rubric for Participation Self-assessment.

#### **GRADING SCALE**

A = 90-100 POINTS (Commendable)

B = 80-89 (Satisfactory)

C = 70-79\* (Marginal)

U = Unsatisfactory

\* The Graduate School allows only two grades of C.

This syllabus contains the policies and expectations I have established for TRAN 6900S. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course.

## **Course (Tentative) Schedule:**

<b><u>Week</u></b>	<b><u>Topic, In-class</u></b>	<b><u>Homework and deadlines</u></b>
<b><u>Week 1</u></b> <b><u>January</u></b> <b><u>W 26</u></b>	<b><u>Course Introduction</u></b> Introduction: Project Management Context, the Language Industry (LI) and LI Projects; Organizational Models: Functional vs. Projectized; In-House, Outsourcing and Offshoring; Translation Working environments; the LI Pyramid: Producers, Providers, Toolmakers, Facilitators, Trainers and User Communities; Lean Management Skills.	<u>Log into Moodle and open the link entitled "PLAN DE CLASE" on a daily basis.</u> <b><u>Readings for Sep. 2</u></b>  <b><u>Deliverable #1</u></b> <b><u>Assigned</u></b>
<b><u>Week 2</u></b> <b><u>September</u></b> <b><u>W 2</u></b>	Principles, Processes and Phases of Traditional Project Management; What is a Project?; Principles: Defining, Planning, Executing, Controlling and Closing; The Project Life Cycle and Project Phases: Scope; Develop Plan; Launch Plan; Monitor Progress; Close Project; Scope, Quality, Cost, Time and Resources.	<u>Last day to register, add, drop with no grade via the web</u> <b><u>Readings for Sep. 9</u></b>
<b><u>Week 3</u></b> <b><u>W 9</u></b>	Defining and Managing Project Scope. Scope Management Processes: Planning, Definition, Verification, Change Control; Expectations vs. Requirements; Eliciting Information from Clients; The Project Overview Statement (POS). Problem/Opportunity; Goal; Objectives; Success Criteria; Introduction to Google cloud-based project management software; Creation of a project file in Google Ganttter.	<b><u>Readings for Sep. 16</u></b>  <b><u>Deliverable #2</u></b> <b><u>Assigned</u></b>
<b><u>Week 4</u></b> <b><u>W 16</u></b>	Identifying and Defining Project Activities. The Work Breakdown Structure (WBS); Decomposition and Deliverables; Sequencing, Activity Independence and Dependencies; Building and Representing the WBS.	<b><u>Deliverable #3</u></b> <b><u>Assigned</u></b>
<b><u>Week 5</u></b> <b><u>W 23</u></b>	WBS, Decomposition, Dependencies, and Activity Sequencing. Class time will be devoted to hands-on activities focusing on the creation of one or more sample WBS.	<b><u>Readings for Sep. 30</u></b>
<b><u>Week 6</u></b> <b><u>W 30</u></b>	<b><u>Guest speaker:</u></b> expert localization project manager. Resource Leveling; Micro-Level Project Planning; Recruiting and Organizing the Project Team; Successful Virtual Teamwork; Managing the Project Team and Team Communications; Team Meetings, Communications and the Communication Plan; Communication and Conflict Management.	<b><u>Readings for Oct. 7</u></b>
<b><u>Week 7</u></b> <b><u>October</u></b> <b><u>W 7</u></b>	Estimating Activity Duration, Resource Requirements and Cost; Resource Loading vs. Activity Duration; Methods for Estimating Activity Duration; People as Resources; Duration as a Function of Resource Availability	<b><u>Readings for Oct. 14</u></b>

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<u>Week</u>	<u>Topic, In-class</u>	<u>Homework and deadlines</u>
<u>Week 8</u> <u>W 14</u>	Estimating Activity Duration, Resource Requirements and Cost; Time Estimates using CAT-tools (II).	<u>Deliverable #4</u> <u>Assigned</u> <u>Readings for Oct. 21</u>
<u>Week 9</u> <u>W 21</u>	Creating the Project Schedule; Activity Sequencing, Dependencies, Lag, Slack and Critical Path; Compressing the Schedule, Crashing and Fast-Tracking. Finalizing the Schedule and Cost Based on Resource Availability Work Packages.	<u>Readings for Oct. 28</u>
<u>Week 10</u> <u>W 28</u>	Cost Estimating, Budgeting and Control. Organizing the Project Team; Contracts with Clients and Vendors.	<u>Readings for Nov. 4</u>
<u>Week 11</u> <u>November</u> <u>W 4</u>	Monitoring and Controlling Project Progress; Schedule Control and Status Reports; Setting the Baseline, Tracking, Analyzing Variance and Reporting; Graphical Reporting Tools. Gantt Charts, Milestone Trend Charts, Cost Schedule Control.	<u>Readings for Nov. 11</u>
<u>Week 12</u> <u>W 11</u>	Vendor Management and Human Resource Management; Proposals, RFI, RFP, RFQ; Qualifying Vendors. Closing Projects; Client Acceptance of Deliverables; Postmortem; Final Report; Lessons Learned; Client Review.	<u>Readings for Nov. 18</u>
<u>April</u> <u>Week 13</u> <u>W 18</u>	Marketing; Business Plan for Translators; Understanding LSPs; Promoting our Branding; Necessary Skills for Translators entering the Job Market; Creating our CV.	<u>Deliverable #5</u> <u>Assigned</u> <u>Readings for Dec. 2</u>
<u>Week 14</u> <u>W 25</u>	<u>Thanksgiving</u>	
<u>Week 15</u> <u>December</u> <u>W 2</u>	Process QA vs. Product QA; Quality Management; Quality Standards, QA and QC; Best Practices.	
<u>Week 16</u> <u>W 9</u>	Final project (Lesson Learned Essay)	
<u>Decembe</u> <u>r</u> <u>W 16</u>	In-class demonstrations (5:00-7:30PM)	<u>Final Project DUE</u>
<u>FINAL</u> <u>EXAM</u> <u>WEEK</u>		

**[FINAL PROJECT DUE] DECEMBER 16, 5-7.30PM**

**ONLINE SUBMISSION (via Moodle, ENTREGAS)**

The professor reserves the right to make adjustments to this course outline as necessary. The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be announced in class OR posted on Moodle.

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