

# 2015-2016 LONG SIGNATURE SHEET

RECEIVED  
4/11/16



UNC CHARLOTTE

Proposal Number:     LACS 4-11-16    

Proposal Title: Establishment of Certificate in Translating (Japanese) and Related Course Revisions and Additions with a "W" designation

Originating Department:     Languages and Culture Studies    

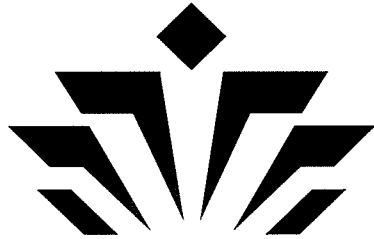
REVISED  
RECEIVED  
4/18/16

TYPE OF PROPOSAL: UNDERGRADUATE   X   GRADUATE        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	<u>DEPARTMENT CHAIR</u>  [Ann Gonzalez:]
			Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u>  [print name here:] Carol Leeman
	4-22-16	4-22-16	Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u>  [print name here:] Elizabeth Stearns
		4/29/16	Approved	<u>COLLEGE DEAN</u>  [print name here:] Shawn Long
		6/30/16	Approved	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses)  [print name here:] John SMIEL For JAM 4404
			Approved	<u>HONORS COLLEGE</u> (if applicable; for Honors courses & programs)  [print name here:] N/A
			Approved	<u>UNDERGRADUATE COURSE &amp; CURRICULUM COMMITTEE CHAIR</u> (for undergraduate content)

			<i>Approved</i>	<b><u>GRADUATE COUNCIL CHAIR</u></b> (for graduate content)
				<b><u>FACULTY GOVERNANCE ASSISTANT</u></b> (Faculty Council approval on Consent Calendar)
				<b><u>FACULTY EXECUTIVE COMMITTEE</u></b> (if decision is appealed)



# UNC CHARLOTTE

## LONG FORM COURSE AND CURRICULUM PROPOSAL

\*To: Undergraduate Course and Curriculum Committee

From: The Department of Languages and Culture Studies

Date: March 22, 2016

Re: Establishment of Certificate in Translating (Japanese) and Related Course Revisions and Additions with a “W” designation

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.

## I. HEADING AND PROPOSAL NUMBER

- A. **HEADING.** Place a three line double-spaced heading containing the following information at the top of the first page of the proposal and beginning at the left margin:

University of North Carolina at Charlotte

(Specify: New or Revised; Undergraduate or Graduate; or Undergraduate and Graduate)

Course and Curriculum Proposal from: (Name of Originating Unit)

- B. **PROPOSAL NUMBER.** Place the proposal number in the upper right corner of page one of the proposal. The proposal number will consist of the abbreviation of the originating unit and the date the proposal was approved by the unit, e.g., BIO 7-24-02. If more than one proposal is passed on a specific date, assign alpha suffixes to distinguish them (e.g., BIO 7-24-02a and BIO 7-24-02b). Submit multiple courses as a single proposal when possible.
- C. **TITLE.** Indicate a brief descriptive title for the proposal, e.g., “*Establishment of a Minor in Communication Studies.*”

## II. CONTENT OF PROPOSALS

### A. PROPOSAL SUMMARY.

1. **SUMMARY.** State clearly and concisely the actions proposed (e.g., “the Biology Department proposes to add four new elective courses to the undergraduate curriculum: BIO 2222, BIO 3456, BIO 2345, and BIO 3210).

The Languages and Culture Studies Department proposes to create a Certificate in Translating (Japanese) within the framework of a four-course Certificate in Translation (CT) already in existence at UNC Charlotte since 1979.

The CT represents a theory-based skill developed at the bachelor’s degree level and is currently available for students of French, German, Russian and Spanish. The sequence of the CT is earned by completion of TRAN 3401: Introduction to Translation Studies, a course taught in English and shared between the various CT, followed by three additional courses specific to each language. These courses are 4402F/G/R/S: Practicum in Translating I, 4403 F/G/R/S: Practicum in Translating II, and 4404 F/G/R/S: Practicum in Translating III.

The Japanese certificate will similarly require TRAN 3401 along with three courses taught specifically for Japanese.

This proposal requests the creation of two new TRAN classes and the modification of an existing class that are offered in Japanese to complete the CT in the Japanese languages. These classes are:

1. TRAN 4402-J01: Practicum in Translating I (to be modified)
2. TRAN 4403-J01: Practicum in Translating II (new)
3. TRAN 4404-J01: Practicum in Translating III with a “W” Designation (new).

The new courses in Japanese Translation will be taught on the UNC Charlotte campus by existing faculty.

## **B. JUSTIFICATION.**

1. Identify the need addressed by the proposal and explain how the proposed action meets the need.

There is a clear and growing need for well-educated bilingual individual who can help facilitate communication across languages and cultures. The Bureau of Labor Statistics (2015) estimates that “Employment of interpreters and translators [will] grow 29 percent from 2014 to 2024, much faster than the average for all occupations.” However, there is not a single institution of higher education in North Carolina offering courses in Japanese Translation.

Having a certificate will further qualify UNC Charlotte students for these jobs and give them an advantage in a competitive field.

The proposed new courses and certificate will be an excellent addition to the Certificates in Translation (French, German, Russian, and Spanish) already existing in the department. While it may seem intuitive that a student studying foreign language will be able to translate it, “translation” as a specialized skill requires directed training and job-specific experience.

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.

The inaugural class for the CT is TRAN 3401. It is offered in English as a theoretical introduction to the concepts and practices of translation per se. Hence there are a number of way students from different languages can satisfy its pre-requisites or corequisite: FREN 3201, FREN 3202, GERM 3201, GERM 3202, JAPN 3201, RUSS 3201, SPAN 3201, SPAN 3202, or SPAN 3203 with grade of C or above or permission of department

Since TRAN 3401 already includes JAPN 3201 as a prerequisite, no change is needed there. Additionally, because TRAN 4402J already exists, the only changes needed would be to rename TRAN 4402J to TRAN 4402-J01 and revise its prerequisites.

In addition, there will be prerequisites for the new TRAN 4403-J01 and 4404-J01 W classes as indicated in the catalog copy.

TRAN 4402-J01 prerequisite: JAPN 3202 or permission of department

TRAN 4403-J01 prerequisites: JAPN 3202 or permission of department

TRAN 4404-J01 prerequisite: UWRT 1102 or 1103 and TRAN 3401; and pre or corequisites TRAN 4402-J01 or TRAN 4403-J01 or permission of department

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

The course numbering follows that already established for the practicum courses taught within the framework of the Translating Certificate course sequence offered in the Department of Languages and Culture Studies.

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

The proposed certificate will enrich and broaden the scope of existing translation programs and will provide necessary skills for those willing to specialize in translation and intercultural communication in general. It will add new dimensions to Japanese Studies and International Studies programs.

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

JAPN 4050: Topics in Japanese: Translation and Pop Culture

- Offered Spring 2014
- Enrollment was 21

JAPN 4050: Topics in Japanese: Translation and Pop Culture in Japanese

- Offered Fall 2014
- Enrollment was 12

JAPN 4050: Topics in Japanese: Translation (Japanese Folktales)

- Offered Spring15 and Spring16
- Enrollment was 11 and 14 respectively

JAPN 4050: Topics in Japanese: Interpretation

- Offered Fall14 and Fall15
- Enrollment was 17 and 13 respectively

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? (Undergraduate and/or graduate; majors and/or non-majors, others? Explain). Describe how you determine which students will be served.

Undergraduate majors, predominantly those in Japanese Studies, International Studies, and International Business, would be most directly served by this proposal. Also, students in other professional schools, Japanese heritage students, and residents of Charlotte and neighboring areas in general, may be attracted to this opportunity. For students who will choose Japanese Studies as their major, ~~TRAN 3401 and one of TRAN 4402-J01, TRAN4403-J01, and TRAN 4404-J01 will count toward their Japanese major course requirements,~~ up to three of the TRAN 440X-J0 may be counted toward to Japanese major.

2. What effect will this proposal have on existing courses and curricula?

- a. When and how often will added course(s) be taught?

TRAN 4402-J01, TRAN 4403-J01 and TRAN 4404-J01 W will be offered yearly.

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

The content and frequency of Japanese offerings will remain the same. These courses will enter into the rotation of courses. Other courses will not be affected either.

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

The anticipated enrollment in the courses is 10-15 students, once the courses are included in the catalog.

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

The proposed courses should not affect enrollment in other courses. If anything, the introduction of these courses may attract more students to UNC Charlotte, since our university will become the only institution in North Carolina offering Japanese translation.

- 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.)

# Bachelor of Arts in Japanese Studies

A Major in Japanese Studies leads to a B.A. degree.

## Additional Admission Requirements

All incoming students except learners of Japanese may take a UNC Charlotte Placement Exam in the language they wish to study if they have had previous experience with that language. Foreign language majors and minors may also take a placement exam to help them determine at what level they should begin studying their chosen language. Students should consult the department's webpages for more specific guidelines regarding placement. Learners of Japanese should contact a Japanese professor directly in order to schedule an interview regarding placement.

## Degree Requirements

General Education Courses (37-43 credit hours) For details on required courses, refer to the General Education program. All foreign language majors must take at least one (W) course offered within the department. Any (W) course offered within the department counts as a writing-intensive course in the major required by General Education.

### Major Courses (35 credit hours)

JAPN 2201 Intermediate Japanese I (4)

JAPN 2202 Intermediate Japanese II (4)

JAPN 3160 Topics in Japanese Film (3) (W)

[or JAPN 3170 Anime and Japanese Popular Culture \(3\) \(W\)](#)

[or TRAN 4404-J01 Practicum in Translating III \(3\) \(W\)](#)

JAPN 3201 Upper Intermediate Japanese I (4)

JAPN 3202 Upper Intermediate Japanese II (4)

JAPN 4050 Topics in Japanese (3)

or JAPN 4150 Studies in Japanese Language (3)

or TRAN 4402-J01 Practicum in Translating I Japanese (3)

[or TRAN 4403-J01 Practicum in Translating II Japanese \(3\)](#)

[or TRAN 4404-J01 Practicum in Translating III Japanese \(3\) \(W\)](#)

JAPN 4100 JLPT Prep (3)

JAPN 4300 Introductory Research Project (3)

LACS 4690 Senior Seminar (1)

Six additional credits from: ~~at the~~ JAPN 2000 level, ~~-,~~ 3000 level, ~~-, or~~ 4000 level, TRAN 3401, or TRAN440X-J01-level (as approved by advisor)

### Exam

An oral exam is administered by the staff and based on the proficiency standards of the American Council on the Teaching of Foreign Language (ACTFL). Reading, writing, and listening competencies, as well as Japanese grammatical knowledge, will be assessed according to internationally accredited Japanese Proficiency Language Test (JLPT) standards.

### Course Substitutions

#### Certificate in Translating Substitutions

Students majoring in Japanese and seeking a Certificate in Translating Japanese must also take TRAN 3401, TRAN 4402-J01, TRAN 4403-J01, and TRAN 4404-J01. Up to three of these courses may be counted toward the major. TRAN 3401 may be taken as a Secondary Content Course. One TRAN 440X-J01 may be counted as a 4000 level course or a Secondary Content Course. TRAN 4404-J01 (W) may be used as the required writing intensive course for the major but is not counted as a Primary Content Course. Please refer to the Japanese Studies BA planning sheet.

### Unrestricted Elective Courses

As needed.

## Degree Total = 120 Credit Hours

### Grade Requirements

Introductory language courses may not be taken on a Pass/No Credit Basis if they are being used to fulfill a college or departmental foreign language requirement. Students with a Foreign Language major or minor may not take required courses in the department on a Pass/No Credit Basis.



## Suggested Curriculum

For a suggested curriculum progression toward completing the major, please see the Academic Plan of Study available online at [academics.uncc.edu](http://academics.uncc.edu).

## Teacher Licensure

The Department of Languages and Culture Studies, in collaboration with the Department of Middle, Secondary, and K-12 Education, offers a program to prepare students for K-12 teacher licensure in North Carolina. Students seeking licensure to teach a foreign language must fulfill the General Education requirements, the foreign language major, two foreign language teaching methods courses, and satisfy all other requirements specified by the College of Education. Students planning to specialize in foreign language education should apply through the Coordinator for Foreign Language Education during the first semester of the Sophomore year to obtain appropriate advising. Licensure applications are the responsibility of the student and the Office of Teacher Education Advising, Licensure, and Recruitment (TEALR) in the College of Education.

## Certificate in Translating

A Certificate in Translating (CT) is not equivalent to a major in a foreign language; rather it represents a theory-based skill developed at the bachelor's degree level. The CT may complement a major in any field, and is especially recommended for Majors and Minors in French, German, [Japanese](#), Russian, Spanish, International Studies, or International Business. All courses for the CT involve, but are not limited to, translating into English from the source text. Students may take the certificate if a) they are majoring in Japanese, a.) they are majoring in Japanese, b.) they are majoring in something other than Japanese but meet the necessary language requirements, or c.) are post-baccalaureate or visiting students without a major but have the necessary language skills.

## Program Requirements

A CT in the French-English, German-English, [Japanese-English](#), Russian-English, or Spanish-English sequences may be earned by completing 12 credit hours of the following courses.

TRAN 3401 Introduction to Translation Studies (3)

*One of the following:*

TRAN 4402F Practicum in Translating I - French (3)

TRAN 4402G Practicum in Translating I - German (3)

[TRAN 4402-J01 Practicum in Translating I – Japanese \(3\)](#)

TRAN 4402R Practicum in Translating I - Russian (3)

TRAN 4402S Practicum in Translating I - Spanish (3)

*One of the following:*

TRAN 4403F Practicum in Translating II - French (3)

TRAN 4403G Practicum in Translating II - German (3)

[TRAN 4403-J01 Practicum in Translating II – Japanese \(3\)](#)

TRAN 4403R Practicum in Translating II - Russian (3)

TRAN 4403S Practicum in Translating II - Spanish (3)

*One of the following:*

TRAN 4404F Practicum in Translating III - French (3)

TRAN 4404G Practicum in Translating III – German (3)

[TRAN 4404-J01 Practicum in Translating III – Japanese \(3\) \(W\)](#)

TRAN 4404R Practicum in Translating III – Russian (3)

TRAN 4404S Practicum in Translating III - Spanish (3)

## Grade Requirements

All courses must be completed with a grade of B or above.

### 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).

Dr. Shota Ogawa  
Mr. Bledsoe Jordan

- B. **PHYSICAL FACILITY.** Is adequate space available for this course?  
No new resources required.

- C. **EQUIPMENT AND SUPPLIES:** Has funding been allocated for any special equipment or supplies needed?  
No new resources required.

- 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).  
No new resources required.

- E. **AUDIO-VISUAL.** If there are requirements for audio-visual facilities beyond the standard classroom podiums, please list those here.  
No new resources required.

- F. **OTHER RESOURCES.** Specify and estimate cost of other new/added resources required, e.g., travel, communication, printing and binding.  
No new resources required.  
The UNC Charlotte library has many holdings in translation studies. If any new materials are required in future, they are available through interlibrary loan.

- G. **SOURCE OF FUNDING.** Indicate source(s) of funding for new/additional resources required to support this proposal.  
No new resources required.

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

**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](#)).

- A. **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 required but the proposal can provide additional undergraduate-level credential to students in other departments and disciplines, such as those indicated above.

**B. 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.

**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. UCOL has been sent information about the acquisition of the W for TRAN 4404-J01.
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

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 "strikethrough"** 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.

- b. 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.

## Translating (TRAN)

**TRAN 3401.** Introduction to Translation Studies. (3) Pre- or corequisite: FREN 3201, FREN 3202, GERM 3201, GERM 3202, JAPN 3201, RUSS 3201, SPAN 3201, SPAN 3202, or SPAN 3203 with grade of C or above or permission of department. History, theory, pragmatics, and procedures of the field of translation. Introduction to text typology, terminology, and issues such as register, audience, editing, and computer assisted translating. Conducted in English.

**TRAN 4402F.** Practicum in Translating I - French. (3) Pre or co-requisites: TRAN 3401 and a FREN 3000-level course or equivalent with grades of C or above, or permission of department. Comparative stylistics, restructuring texts, editing, troubleshooting, and techniques of the translator in working with a variety of text types. Conducted in English and French.

**TRAN 4402G.** Practicum in Translating I - German. (3) Pre- or corequisites: TRAN 3401 and a GERM 3000-level course or equivalent with grades of C or above, or permission of department. Comparative stylistics, restructuring texts, editing, troubleshooting, and techniques of the translator in working with a variety of text types. Conducted in English and German.

**TRAN 4402J-J01.** Practicum in Translating I - Japanese (3) Pre- or corequisites: ~~TRAN 3401 and JAPN 3202 or equivalent with grades of B or above,~~ or permission of department. Comparative stylistics, restructuring texts, editing, troubleshooting, and techniques of the translator in working with a variety of text types. Conducted in English and Japanese.

**TRAN 4402R.** Practicum in Translating I - Russian. (3) Pre- or corequisites: TRAN 3401 and a RUSS 3000-level course or equivalent with a grade of B or above, or permission of department. Grammatical and lexical issues of translation; restructuring texts, editing, troubleshooting, and techniques of the translator in working with a variety of text types (documents, essays, fiction, poetry). Conducted in English and Russian.

**TRAN 4402S.** Practicum in Translating I - Spanish. (3) Pre- or corequisites: TRAN 3401 and a SPAN 3000-level course or equivalent, with grade of C or above, or permission of department. May count as coursework for the Spanish major. Understanding audience, text typologies, register, and regionalisms. Continues with theory of translation. Conducted in English and Spanish.

**TRAN 4403F.** Practicum in Translating II - French. (3) Prerequisites: TRAN 4402-F with grade of C or above, or permission of department. Critical analysis of different kinds of texts; translating for specific audiences; problems of terminology; development of working dictionaries in fields(s) of specialization. Conducted in English and French.

**TRAN 4403G.** Practicum in Translating II - German. (3) Prerequisites: TRAN 4402-G with grade of C or above, or permission of department. Critical analysis of different kinds of texts; translating for specific audiences; problems of terminology; development of working dictionaries in fields(s) of specialization. Conducted in English and German.

**TRAN 4403-J01. Practicum in Translating II - Japanese. (3) Prerequisites: JAPN 3202 or permission of department. Completion of TRAN 4402-J01 is preferable but not required. Students will build on translation skills acquired in TRAN 4402-J01 and develop new skills specific to simultaneous and consecutive interpretation, such as note taking, and active listening, and memory retention. Conducted in English and Japanese.**

**TRAN 4403R.** Practicum in Translating II - Russian. (3) Prerequisites: TRAN 4402-R with a grade of B or above, or permission of department. Further work in restructuring texts, editing, troubleshooting. Pragmatic/cultural issues of translation in dealing with a variety of text types (documents, essays, fiction, poetry) as well as the specifics of film translating. Conducted in English and Russian.

**TRAN 4403S.** Practicum in Translating II - Spanish. (3) Prerequisites: TRAN 3401 or TRAN 4402-S, and a SPAN 3000-level course or equivalent, each with grade of C or above, or permission of department. Emphasizes commercial, financial, legal, political, medical, and scientific translation. Continues with history and theory of translation. Conducted in English and Spanish. May be taken concurrently with TRAN 4404-S and may also count as coursework for the Spanish major.

**TRAN 4404F.** Practicum in Translating III - French. (3) (W) Pre- or corequisite: TRAN 4403-F with grade of C or above, or permission of department. Study of professional journals, technologies, protocol, and resources in the field (e.g., ATA, ALTA). Advanced issues of translation. Translation of a semester-long project in individual consultation. Conducted in English and French.

**TRAN 4404G.** Practicum in Translating III - German. (3) (W) Pre- or corequisite: TRAN 4403-G with grade of C or above, or permission of department. Study of professional journals, technologies, protocol, and resources in the field (e.g., ATA, ALTA). Advanced issues of translation. Translation of a semester-long project in individual consultation. Conducted in English and German.

**TRAN 4404-J01. Practicum in Translating III - Japanese. (3) (W) Prerequisite: UWRT 1102 or 1103 and TRAN 3401; and pre or corequisites TRAN 4402-J01 or TRAN 4403-J01 or permission of department. Translation of a semester-long project in individual consultation with instructor. Conducted in English and Japanese.**

**TRAN 4404R.** Practicum in Translating III - Russian. (3) (W) Prerequisite: TRAN 4403-R with a grade of B or above, or permission of department. Study of professional journals, technologies, protocol, and resources in the field (e.g., ATA, ALTA). Advanced issues of translation. Translation of a semester-long project in individual consultation with instructor. Conducted in English and Russian.

**TRAN 4404S.** Practicum in Translating III - Spanish. (3) (W) Prerequisites: TRAN 3401 or TRAN 4402-S, and a SPAN 3000-level course or equivalent, each with grade of C or above, or permission of department. Emphasizes literary, cultural, and consumer-level translation. Conducted in English and Spanish. May be taken concurrently with TRAN 4403-S and may also count as coursework for the Spanish major.

4. ACADEMIC PLAN OF STUDY (UNDERGRADUATE ONLY): Does the proposed change impact an existing Academic Plan of Study?

X  Yes. If yes, please provide updated Academic Plan of Study in template format. See attached.

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 at 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.



**Department of Languages and Culture Studies**

**TRAN 4403-J01 Practicum in Translating II  
Fall 2016**

**Instructor:** Jordan Bledsoe, Lecturer      **Office:** COED 459  
**Contact:** [jbleds11@uncc.edu](mailto:jbleds11@uncc.edu)  
**Office Hours:** TBA  
**Time/Place:** TBA  
**Prerequisite:** JAPN 3202 or permission of department

**Textbook:** There is no required textbook.

However, we will be using the following optional-to-purchase books:

*Conference Interpreting Explained* (2<sup>nd</sup> ed., 2002) by Roderick Jones

*Interpretation Techniques and Exercises* (2005) by James Nolan

In addition to the two textbooks above, we will also be drawing material from:

*Nippontalk*

*NHK Web Easy*

*Tobira* (3<sup>rd</sup> year textbook)

*Genki II*

**Evaluations** will be based on:

- Terms and Content Quizzes (10)      25%
- Vocab Quizzes (11)                      20%
- Homework/Assignments (7)              15%
- Recording Projects (3)                    15%
- Final Exam                                    15%
- Oral Midterm                                 10%

\*Minus 1.5% from your final grade for each unexcused absence after the first

**Course Description:**

In TRAN 4403-J01, we will build on principles learned in TRAN 4402-J01 while addressing the fundamentals of spoken language interpreting services in a variety of settings (conference, court, community, etc.). However, students do not need to have completed TRAN 4402-J01 to enroll in the course. Students will consider the role and responsibilities of the interpreter and discuss professional standards of practice. We will also look at the unique challenges of being an interpreter of Japanese. Emphasis will be placed on consecutive interpretation of Japanese to English. Throughout the semester, students will also analyze the skills shared and not shared with written translation; both will be developed.

This course will provide an introduction to various new skills specific to interpreting such as note taking, active listening, and memory retention. Students will also be encouraged to develop their own note-taking style.



### **Typical Class Day (75min)**

0-5 Greetings and Attendance (in Japanese)

5-15 Short vocabulary quiz every Monday// Content quiz every Wednesday (in Japanese)

15-(35~45) Lecture (in English, Japanese when applicable)

(35~45) -75 Exercises, practice, role-play, worksheets, group tasks, etc. These will often be related to the topics for that particular week but may also be general exercises. (in Japanese)

**Terms and Content Quizzes (25%):** Although technically a language course, TRAN 4403J will require you to learn content related to the field of interpretation as well. A portion of each day is set aside for lecture and discussion (usually in English). Any material that appears via PowerPoint or the whiteboard during the lecture/discussion may appear on a quiz, so be sure to take notes. We will have a quiz **every Wednesday** on the content covered since the last quiz. Quiz format will be matching, multiple choice, fill in the blank, or short answer.

**Vocab Quizzes (20%):** You will have a vocabulary quiz every Monday.

In my opinion, having a good vocabulary is 50% of being a good interpreter because when you don't know the words, you have to guess - which isn't very reliable (although often completely necessary!). For those interested in expanding their vocabulary, you may wish to purchase: TREND Japanese-English Dictionary of Current Terms. However, the vocabulary for the quizzes of this class will *not* come from this book, but rather, vocab lists uploaded to Moodle.

The vocab quizzes are designed to facilitate the in-class activities and exercises. You will memorize the vocabulary at home over the weekend, be quizzed on those words at the start of class on Monday, and then we will use those newly-memorized words in the exercises we do in class.

**Homework (15%):** You will be given 7~9 homework assignments throughout the semester. The nature of the assignment will depend on the topic we are learning that week. Most assignments will be graded on completion and effort. Homework themes include: Job Market, Main Ideas, Link Words, Symbols, Connotations, and Allusions, but may change as needed.

**Interpretation Projects (recordings) (15%):** You will record and submit **three** interpretation projects (recordings) in consecutive interpreting.

You can use whatever recording software you wish, but I anticipate most students using a free program called Audacity (available for pc, mac, linux, and android) since it's free and allows you to easily edit your recordings. If you do not have a computer or android device, you can also find the program installed on all the computers at the LRC (4<sup>th</sup> floor of COED). We will not be going to the lab to learn the software, so students are expected to download the software and experiment with it on their own. Edited audio clips can then be exported to MP3 format with File→ Export→MP3. You can receive help with the program at the LRC or by coming to my office during office hours.

Project details: I will supply you with an audio recording. Depending on the recording, I may also give you a vocab list to help guide you. You will play the audio file on Windows Media Player, iTunes, or similar while keeping Audacity open (to record). Pause the playback as needed. I will allow you to pause and replay and edit at will. As for the file that is submitted to me, you may either send a file (MP3) only containing your interpretation audio (preferred), or you may send a file that includes the source material as well. Either is fine. For those wanting to include the source material, you can "import" the audio file I send you into

Audacity and edit it that way. Before submitting your recordings, please also edit out the silences and lulls which you can do with Audacity as if you were using the “mark and delete” function of Word.

Some may feel that this isn't true interpretation because you can pause, replay, and edit. While this is true, let me remind you that in consecutive interpretation you can pause to collect your thoughts and when necessary (and in the right settings) you can ask the speaker to repeat their words and (again, in the right setting!) even ask the speaker to restate their words. That being said, in the real world, you would rarely be able to use a dictionary or spend the amount of time that I'm guessing some of you will spend to get a really great and accurate recording/interpretation. The project isn't designed to test or even diagnose your interpreting abilities, but rather to help you learn about and experience the process. So, first try to interpret the file without “cheating.” Learn from that experience, see what it's like doing an on the fly interpretation, and then go back and “cheat” as much as you like. You will learn and gain from the experience no matter how you approach the projects.

I will announce in class when these projects will be due. Anticipate being given about 1.5 weeks of advance notice before each due date.

There will be the opportunity to do a 4<sup>th</sup> Interpretation Project at the end of the semester. This is an opportunity for those who wish to replace the lowest score on their previous projects.

**Oral Midterm (10%)** Students will be given a vocabulary list in advance containing all of the intermediate to advanced words as well as grammar patterns contained in a particular dialogue. Students will not see/hear the dialogue until the day of the test. They will individually meet with me to listen to an audio sample (possibly read or performed live) and then provide a consecutive interpretation as if you were present. You will be scored in the following categories: understanding, analysis and re-expression, speed, and professionalism.

**Final Exam (15% → 7.5% written, 7.5% oral):**

The written portion will include questions from the previous Terms and Content Quizzes (English). The questions may be worded differently or in a different format but the content will be the same.

The oral portion of the final will be the same as the mid-term but with a new passage/dialogue. Students will be given a vocabulary list in advance. Students will provide a consecutive interpretation.

**Attendance:** Attendance is not directly a set portion of your grade. However, **you will lose 1.5% off your final grade for each absence after the first** (so, you may miss class only one time without penalty). Additionally, you are required to have an overall attendance of 75% or you automatically fail the course. This means **you cannot miss more than 7 times or you get an automatic F**. To be considered for an *excused* absence, 1. Contact me immediately, and 2. Provide me with some sort of official document. If #2 is not possible, still contact me immediately and we might be able to work something out. Showing up later than 20 minutes is treated as a full absence. **Three tardy arrivals** (less than 20min late) will convert to one absence. Tardy is any time after role is taken.

**Absence Make-Up**

Attend the UNCC “J. Film Series”, see the film and submit a reflection paper written in English one page long (double spaced). This must be submitted within a week of the movie to be considered. You may

not watch the movie on your own; you must attend the event for the extra credit. There are two of these J. Film Series events per semester. Each film and reflection combined are worth ½ of an absence, roughly 0.75% of your grade. Thus, if you attend both and submit 2 reflections, you can make up a full absence → 1.5%.

You may also earn 1% for joining and attending a Japanese club. You must attend 4 times for Nihon Club or 3 times for JAMS, paying any fees that apply.

**Class Information via e-mail and Moodle:** You are responsible to check your UNCC email account and the Moodle site (<http://moodle.uncc.edu>) DAILY in order to know of any changes to the class, access ppts, know various info on the events conducted in the Japanese Studies, etc. If you are one of those students who for some reason have trouble receiving UNCC emails, then you are required to view the Moodle news forum DAILY instead. There is no excuse.

**Noticeboard by the Japanese Studies:** You can find out about all events conducted by the Japanese Studies, including job opportunities and announcements from student organisations related to the Japanese Studies at the Japanese Studies blog. The URL is:  
<http://unccjapn.blogspot.com>

**Academic Integrity:** The Department of Languages and Culture Studies complies with the UNCC Code of Student Academic Integrity (see UNCC Catalogue). It is your responsibility to know and observe the requirements of this code. Academic evaluations in this course include a judgment that your work is free from academic dishonesty of any type. Penalty for violation of the code ranges from zero credit on the dishonest work to expulsion from UNC Charlotte.

**Learning Disabilities:** Students with documented disabilities who require accommodations in this class should access services as soon as possible in the UNCC Office of Disability Services in Fretwell Building #230, phone: (704) 687-4355, The URL is:  
<http://www.ds.uncc.edu/StudentServices/>

**Religious Accommodation:** UNC Charlotte provides reasonable accommodations, including a minimum of two excused absences each academic year, for religious observances required by a student's religious practice or belief. Such reasonable accommodations must be requested in accordance with the procedures in this Policy (submit a request form prior to the census date of each semester), and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. The URL is:  
<http://legal.uncc.edu/policies/up-409>

<http://www.ds.uncc.edu/StudentServices/>

**-Department of Languages and Culture Studies** Ph: 704-687-8754: <http://languages.uncc.edu>  
**-Language Resource Center (LRC):** <http://lrc.uncc.edu>  
**-Moodle Support Center for Students:** <https://helpdesk.uncc.edu>

## COURSE SCHEDULE

Fall 2016

*Tentative*

Week	Mon	Wed	Cons. / Simul.	James Nolan	Roderick Jones	Topic
August Week1	8/24 No class	8/26	Intro	1-7	3-8	Introduction to interpretation
August Week2	8/31	9/2	Cons.	8-24	9-20	Basic principles of cons. Interpreting, understanding, analysis of speech type, speaking, preparation, anticipating the speaker.
September Week3	9/7 Labor Day	9/9	Cons.	25-44	21-27	Basic principles of cons. Interpreting, identification of main idea, complex syntax/compression
September Week4	9/14	9/16	Cons.		28-38	Basic principles of cons. Interpreting, analysis of links, memory, re-expression,
September Week5	9/21	9/23	Cons.	294-304	39-65	Note Taking,
September Week6	9/28	9/30	Cons.	67-116	112~113	Note Taking, Figures of speech, Midterm Prep
September/October Week7	10/5	10/7	Simul.		66-71	Intro to simultaneous interpreting, Midterm Prep
October Week8	10/12 No class. Mid-semester recess	10/14	Simul.		72-90	Simultaneous techniques: when to start, Reformation, Midterm Prep
October Week9	10/19	10/21	Cons.	--	--	Consecutive interpreting <b>Midterm</b>
October Week10	10/26	10/28	Simul.		91-97	Simultaneous techniques: the salami technique, efficiency in reformation
October Week11	11/2	11/4	Cons.	57-66, 258-274	111~112	Untranslatability, humor
November Week12	11/9	11/11	Cons.	127-172		Diction/Register
November Week13	11/16	11/18	Cons.	215-221	112~113	Quotations/Allusions/Transposition
November Week14	11/23	Thanks giving	Cons./ Simul.		98-104	Simultaneous techniques: simplification, generalization, omission and fast speakers, summarization and recapitulation.
December Week15	11/30	12/2	Simul.		105-114	Simultaneous techniques: anticipation, making mistakes, avoiding committing yourself, metaphors and sayings using pat phrases.
December Week16	12/7	12/9	Simul.	288-293	115-128	Simultaneous techniques: intonation, stress and pauses, numbers, retour, relay



## UNC CHARLOTTE

University of North Carolina Charlotte  
Shota Ogawa | Assistant Professor of Japanese  
UNC Charlotte | Dept. of Languages and Culture Studies  
9201 University City Blvd. | Charlotte, NC 28223 | USA  
Phone: 704-687-8765 | Fax: 704-687-1653

[http:// www.uncc.edu](http://www.uncc.edu)

Language Resource Center: <http://lrc.uncc.edu> Department of Languages and Culture Studies: <http://languages.uncc.edu> Moodle Support Center for Students: <https://helpdesk.uncc.edu>

**Office Hours:**  
**MW 2:30 PM-4:00 PM**  
**or by appointment.**

### **Practicum in Translating III-TRAN 4404-J01**

#### **COURSE DESCRIPTION**

TRAN 4404-J01 is one of the four courses in the 12 –hour undergraduate Certificate of Translation. This course provides individualized practical experience in translating a text chosen by the student, with the assistance from the instructor, from Japanese to American English. The text can be taken from a variety of professional, literary, and journalistic contexts, but it should be approximately 20 page-long when translated into English. All students will present their translations to the class. This course is the third of the three practical translation courses.

#### **COURSE OBJECTIVES**

**EXPERTISE:** gain individually guided practice in translating texts from Japanese to English with critical awareness of particular registers, tones, and modes.

**CLOSE READING:** acquire the skills of close-reading the original texts through the process of translating them

**CRITICAL THINKING:** learn to critically evaluate particular word choices in a given syntactic and pragmatic context

**PROFESSIONALISM:** train to meet deadlines and to prepare for individual meetings with the instructor

## GRADE BREAKDOWN

Your grade for this course will be based on your performance in the following categories (90-100% = A; 80-89.9 = B; 70-79.9 = C; 60-69.9 = D/U; and below 60 = F).

Translation	75%
Participation in individual meetings	10%
Presentation	5%
Portfolio	10%

## PARTICIPATION

Your participation grade depends on your attendance and preparation for individual meetings. Consider them important milestones for completing your project. Come prepared to discuss problems in translating and stick to the schedule you have developed with your instructor. You have to do the assigned translation for each individual meeting in order to receive full credit.

Meetings will be scheduled via a Google doc on Moodle.

**Note:** For each meeting you miss/reschedule without at least 24 hours advance notice, you will lose 2 percentage points on your final grade.

## SCHEDULE

All individual meetings will be scheduled through a google doc on Moodle.

<b>Week 1:</b>	Orientation & Individual Meetings Schedule set up
<b>Week 2:</b>	Proposal of Independent Project
<b>Week 2-14:</b>	Individual Meetings
<b>Week 15:</b>	Final Draft due
<b>Exam Date:</b>	Presentation

## AN EXAMPLE OF STUDENT PROGRESS

**Week 1:** following course orientation, student conducts research to find three Japanese texts (20 pages in length or equivalent) as possible materials

**Week 2:** First independent meeting with instructor (30mins), select one text from the choice of three (e.g., a short story by Haruki Murakami from the anthology, *Tanpen Kojo / Short Story Factory*)

**Homework:** read the story in Japanese and create a bibliography of works by the same author that has already been translated into English

**Week 4:** student meets with instructor for 1 hour to discuss the bibliography, potential challenges, and solutions

Homework: translate the first 5 pages, PP. 1-5 and mark up points of discussion; in 250 words in English, analyze the idiosyncrasies in the English translation of a different work by the same author.

**Week 5:** 1<sup>st</sup> group discussion based on a short writing on translation

**Week 6:** student meets with instructor for 1 hour to discuss the translation of the first 5 pages, and the analysis of the existing translation of a different work by Haruki Murakami

Homework: revise the first 5 pages and work on p. 6-10

**Week 8:** student meets with instructor for 1 hour to discuss the translation of pp. 6-10 pages

Homework: revise pp. 6-10, and work on pp. 11-15

**Week 10:** student meets with instructor for 1 hour to discuss the translation of pp. 11-15 pages

Homework: revise pp. 11-15, and complete the first draft of the translation

**Week 11:** 2<sup>st</sup> group discussion based on a short writing on translation

**Week 12:** student meets with instructor for 1 hour to discuss the translation of the last 5 pages; instructor returns the graded first draft, and gives a short secondary assignment selected on the basis of student performance

Homework: revise the first draft according to instruction, complete secondary assignment

**Week 14:** student meets with instructor for 1 hour to discuss the secondary assignment

Homework: a report based on

**Week 15:** Final draft due

**Week 16:** Exam day, presentation




# UNC CHARLOTTE

## General Education Program:

### Writing Intensive and Oral Communication Requirements

Discussion with Dept They will add some assignment(s) where students reflect on translation process. perhaps looking over the "W" and/or "O" Designation Form sequence.

#### Approvals

	Signature	Date
Department		
College		
University College		30 June 2016

John SMIEL

### "W" and/or "O" Designation Form

Name of Person Submitting Proposal:	Shota Ogawa						
Department:	Languages and Culture Studies						
Designation Requested:	NEW Course <u>X</u>			or EXISITING Course _____			
	W <u>X</u>	O _____	W & O _____	Add _____	W _____	O _____	W & O _____
				Remove _____			
Course # and title:	TRAN 4404-J01 Practicum in Translating						
Effective beginning (Sem/Yr):	Fall 2017						
Curriculum Proposal Initiated: (Mo/Yr):	February 2016						

#### Instructions

NOTE: This form concerns the "W" and/or "O" designations only; it **supplements** the Course and Curriculum Short Form used for all new/revised courses.

1. Submit this coversheet, a syllabus of the proposed new/revised course, your description of how the course meets the guidelines below, and the Course and Curriculum Short Form to your college Course and Curriculum Committee. **NOTE: if the request is to remove designation(s) please attach an explanation for the request and an analysis of the curricular implications.**
2. Following collegiate approval of the new/revised course, it should be forwarded to University College for "W" or "O" designation review and then routed to the Undergraduate Course and Curriculum Committee.
3. To allow time for processing.



For more information contact the Dean of University College 704-687-5628, or [jsmail@uncc.edu](mailto:jsmail@uncc.edu).

### **Request for Writing Intensive (“W”) Designation**

**Describe how your course will satisfy each of the guidelines for writing intensive courses below. Provide cross references to the course syllabus to illustrate how the guidelines are built into the course requirements. Faculty should also review the “W-O Best Practices” for information on minimum requirements and best practices for W and O courses.**

1. Describe how the writing skills taught are specific to the discipline, and describe the nature of writing assigned in terms of those disciplinary expectations.

The writing assignments take the form of a translation of an extended text from Japanese to English. Students will receive individualized guidance not only on general writing conventions, but also on issues unique to translation such as idioms, style, and uses of foreign words.

2. Describe how writing is an integral, on-going part of the course (frequent and regular during the semester) rather than isolated in a specific assignment.

For much of the semester (from Week 2 to Week 15) students continue to work on completing, revising, and improving their independent translation project, with the help of feedback they receive at every stage. The feedback is given in one-on-one meetings with the instructor to give students close instruction on accurate, genre-sensitive, and lucid writing that is essential for professional translation.

3. Describe how much writing students will do and how much of the writing is in the form of finished, formal, prose. (The minimum is 9-10 pages of formal prose; for best practice it should be close to twice that.)

Students will submit a long composition (approximately 20 pages) at the end of the course. In order to complete this final project, however, they will write and rewrite, multiple drafts that are each evaluated by the instructors.

4. Describe what percentage of the final grade is based on writing? (The minimum is 30%; for best practice it should be 50% or more.\*)

75% (See sample syllabus below)

5. Indicate how you will incorporate revision into the course’s writing projects. It should be clear that students have multiple opportunities to revise writing assignments.

Students will receive feedback for revision every other week. Since this is a translation course, the work of translating (i.e., composing the English translation of a Japanese text) will proceed section by section throughout the semester. Every section will be revised according to the discussions held in individual meetings.

6. Provide criteria for evaluating student writing and how those criteria will be used.

In the first face-to-face meeting, the instructor and the students reach an agreement on the appropriate genre, the context, the challenges, and measurement of successful translation, all of which are particular to each project. They will also agree on the appropriate style sheet (e.g., The Japan Style Sheet by Society of Writers, Editors and Translators, Tokyo) for the assignment. Student writing will be evaluated on these criteria.

7. Confirm that course enrollment will be limited to 25 students and that responsibility for instruction, supervision, and evaluation remains with the instructor rather than being delegated.

I confirm that course enrollment will be limited to 25 students and that responsibility for instruction, supervision, and evaluation remains with the instructor rather than being delegated.

## **SYLLABUS for Practicum in Translating III-TRAN 4404-J01**

**Instructor:** Shota Ogawa                      **Office:** COED 461  
**Contact:** sogawa@uncc.edu  
**Office Hours:** TBA    Others by appointment

**Course:**        TRAN 4404-J01  
**Time/Place:** TBA

**Textbook:** No required textbook.

### **COURSE DESCRIPTION**

TRAN 4404-J01 is one of the four courses in the 12 -hour undergraduate Certificate of Translation. This course provides individualized practical experience in translating a text chosen by the student, with the assistance from the instructor, from Japanese to American English. The text can be taken from a variety of professional, literary, and journalistic contexts, but it should be approximately 20 page-long when translated into English. All students will present their translations to the class. This course is the third of the three practical translation courses.

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**PROFESSIONALISM:** train to meet deadlines and to prepare for individual meetings with the instructor

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Homework: revise the first 5 pages and work on p. 6-10

**Week 8:** student meets with instructor for 1 hour to discuss the translation of pp. 6-10 pages

Homework: revise pp. 6-10, and work on pp. 11-15

**Week 10:** student meets with instructor for 1 hour to discuss the translation of pp. 11-15 pages

Homework: revise pp. 11-15, and complete the first draft of the translation

**Week 11:** 2<sup>st</sup> group discussion based on a short writing on translation

**Week 12:** student meets with instructor for 1 hour to discuss the translation of the last 5 pages; instructor returns the graded first draft, and gives a short secondary assignment selected on the basis of student performance

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**Week 15:** Final draft due

**Week 16:** Exam day, presentation

**J. Murrey Atkins Library**

**Consultation on Library Holdings**

**To:** The Department of Languages and Culture Studies  
**From:** Donna Gunter, Humanities Librarian  
**Date:** 1 Apr 2016  
**Subject:** Establishment of Certificate in Translation (Japanese) and Related Course Revisions and Additions with a "W" designation

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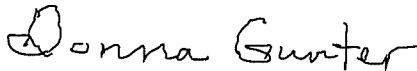
**Summary of Librarian's Evaluation of Holdings:**

**Please Check One:**

Holdings are superior \_\_\_\_\_  
Holdings are adequate   X    
Holdings are adequate only if Dept. purchases additional items. \_\_\_\_\_  
Holdings are inadequate \_\_\_\_\_  
N/A \_\_\_\_\_

**Comments:**

The proposed Certificate in Translation (Japanese) program is a needed addition to the other certificate in translation programs within the Department of Languages and Culture Studies. Since the department has a robust Japanese major and minor in place along with supporting library materials, I deem the library materials to be adequate for this certificate program.



\_\_\_\_\_  
**Donna Gunter, Humanities Librarian**  
**Evaluator's Signature**

\_\_\_\_\_  
**1 April 2016**  
**Date**