

**MALLT Program
Faculty and Student Handbook**

Please visit the MALLT Program website: <https://uwm.edu/language-literature-translation/>

MALLT is an interdisciplinary curriculum leading to a Master of Arts degree in Language, Literature, and Translation. It is the combined Graduate Program of five departments:

- Foreign Languages and Literature
- French, Italian, and Comparative Literature
- Spanish and Portuguese
- Linguistics
- Translation and Interpreting Studies

Participating faculties are: Classics, Comparative Literature, French, German, Hebrew Studies, Italian, Linguistics (double concentration, and MALLT/MLIS coordinated degree only), Slavic Languages, Spanish (double concentration, and MALLT/MLIS coordinated degree only), and Translation and Interpreting Studies.

Graduate Advisors

| | | | |
|---------------------------------------------------|--------------------------------------------------------------------|------------------|---------------------------------|
| Comparative Literature | Kristin Pitt, Associate Professor | kepitt@uwm.edu | 414-229-4835 Curtin Hall 787 |
| French and Francophone Language and Literature | Sarah Davies Cordova, Professor | cordovas@uwm.edu | 414-229-5968 Curtin Hall 782 |
| German Language and Literature | Jonathan Wipplinger, Associate Professor | wippling@uwm.edu | 414-229-4547 Curtin Hall 896 |
| Translation and Interpreting Studies | Lorena Terando, Associate Professor and Chair | terando@uwm.edu | 414-229-5968 Curtin Hall 807 |
| Translation and Interpreting Studies | Kate Scholz, Senior Lecturer and Assistant Coordinator | kscholz@uwm.edu | 414-229-3068 Curtin Hall 803 |

*Students wishing to study Spanish Language or Literature (NOT Spanish Translation or Interpreting), with a double concentration or the MLIS Coordinated degree must contact the Chair of Spanish & Portuguese.

The MALLT Program's most important feature is its flexibility. It is designed to meet the needs of teachers, language-services professionals, professionals using world languages in their work, and students continuing for a Ph.D. in languages, literatures, linguistics or translation & interpreting studies. Rather than follow a prescribed curriculum in each area, you make choices that allow you considerable latitude in planning your concentration, which consists of a minimum of **15 credits in a designated area** out of the **30 credits** required for the degree. You may also take up to nine credits in related courses in areas outside of your concentration.

By taking 15 credits in two distinct areas, you may complete two concentrations, such as Spanish and French, or German and Comparative Literature.

A number of concentrations within MALLT will be designated on transcripts. These include:

- **Classical Greek** (on hiatus)
- **Classics** (on hiatus)
- **Comparative Literature**
- **French and Francophone Language, Literature, and Culture**
- **German Language, Literature, and Culture**
- **Latin** (on hiatus)
- **Linguistics (Double concentration, and MALLT/MLIS coordinated degree only)**
- **Spanish and Hispanophone Language, Literature, and Culture (double concentration, and MALLT/MLIS coordinated degree only)**
- **Translation**
- **Interpreting**

NB: Students can earn an MA in Translation in the following tracks: English to Spanish; Spanish to English; French to English, German to English, Italian to English, Russian to English, and Arabic to English. Students can earn an MA in Interpreting (non-language-specific) as well.

Translation & Interpreting MA requirements are rather prescribed: seven courses are required and three are electives for Translation; eight courses are required and two are electives for Interpreting. Students can also complete a double-concentration in Translation or Interpreting and another area of study. Students must pass a qualifying exam for admission to the Translation or Interpreting programs. The exam is two-part: 1) is a 250-300-word text to translate from the candidate's second language into the native language with the help of dictionaries; 2) is a 300-500-word essay to be written in English. Candidates are given 2 hours to complete the exam. Please contact Lorena Terando (terando@uwm.edu) if you would like more information about Translation or Interpreting.

Coordinated Degree Programs

Many of our students also participate in these coordinated degree programs:

- **MALLT/Master's of Library & Information Science (MLIS) Coordinated Degree**

In cooperation with the School of Information Studies, the MALLT program offers the Master of Arts in Language, Literature, and Translation/Master of Library and Information Science (MALLT/MLIS) coordinated degree program to prepare students for specialized positions in a variety of libraries or as curators of special subject collections. Students enrolled in the coordinated program concurrently pursue MALLT and MLIS degrees, and will be expected to fulfill the degree requirements of both programs with one exception: nine of the 30 credits normally required for a MALLT degree will be

satisfied by courses taken in the School of Information Studies. Courses in related areas must be approved by the Graduate Advisor of the area of study. Prerequisite to the award of either degree in this program is the simultaneous award of its counterpart degree. Students completing the MALLT/MLIS program will be expected to follow all of the requirements and standards as described in this handbook.

- **MALLT/Master’s of Business Administration (MBA) Degree Program**

In cooperation with the Lubar School of Business, the MALLT program offers the Master of Arts in Language, Literature, and Translation [Translation concentration]/Master of Business Administration coordinated degree program to prepare students to meet the diverse needs of the community, state, region, and nation for outstanding researchers and practitioners in translation, interpreting, and language services in the highly specialized field of Business Administration.

Students enrolled in the coordinated degree program concurrently pursue MALLT and MBA degrees, and will be expected to fulfill the degree requirements of both programs. Nine of the 30 credits normally required for a MALLT degree will be satisfied by courses taken in the Lubar School of Business. Courses in related areas must be approved by the Chair of Translation and Interpreting Studies. Prerequisite to the award of either degree in this program is the simultaneous award of its counterpart degree.

Integrated BA/MA 3/2 Degree Programs

MALLT, and specifically the Translation concentration, offer the culminating MA to several Integrated Degree Programs, which allow students to complete a BA and a MA in 5 years (3 years BA; 2 years MA). These degree programs include

- French BA / MALLT (Translation) MA
- LACUSL BA / MALLT (Translation) MA
- Global Studies BA / MALLT (Translation) MA (pending approval)
- German BA / MALLT (Translation) MA (pending approval)

Integrated Degree Programs are directed by Co-Coordinators—the Coordinator of the respective BA program and the Chair of TIS—and are assisted by an Advisory Committee in the development of curriculum, outreach activities, and policies and procedures regarding student advising and programmatic assessment and review.

Students in the Integrated Degree Programs are advised at the Undergraduate level by the BA advisor assigned to them by the Undergraduate Program, and at the Masters level by the MA advisor assigned to them by TIS.

International Culture at UWM

The MALLT curriculum is enhanced by the strong international climate at UWM. Three Centers offer programs that enrich the study of world languages, cultures, and literatures.

- Center for International Education (CIE)
- Center for Latin American and Caribbean Studies (CLACS)

- Center for 21st Century Studies

The UWM Union Theater, in collaboration with MALLT faculty, offers a rich program of international films, including yearly French and Latin American film festivals.

1. MALLT ORGANIZATION AND GOVERNANCE

The MALLT program is administered by a Coordinating Committee.

The **MALLT Coordinating Committee** consists of the following members:

- one representative from each of the **six curricular areas**: Comparative Literature, French, German, Spanish, Linguistics, Translation & Interpreting;
- one representative elected **at-large** by faculty members of participating curricular areas other than those listed above;
- two **student representatives** elected by the students: a second-year student with voting privileges and a first-year student.

Responsibilities and functions of the Coordinating Committee:

- plans programmatic developments in consultation with participating departments;
- receives and makes recommendations on student applications for admission for Comparative Literature, French and German;
- reviews and approves Plans of Study of students in Comparative Literature, French, and German;
- approves the date of the Comprehensive Exam and the composition of the three-member Examining Committee for Comparative Literature, French and German.

2. ADMISSION TO MALLT PROGRAM

The Master of Arts in Language, Literature, and Translation (MALLT) program at the University of Wisconsin-Milwaukee is intended for applicants who meet the academic requirements listed below. Applicants to the MALLT/Master's of Library & Information Science (MLIS) coordinated degree program must submit separate applications to MALLT and the School of Information Studies.

A. Academic Requirements

An applicant must have the following:

- 1) An acceptable undergraduate degree from an accredited college or university with a major in a foreign language, comparative literature, or linguistics; or with a combination of courses that will, in the opinion of the MALLT Coordinating Committee, allow the student to participate fully in the program by virtue of linguistic competence in the student's major language, immersion experience, native fluency, or demonstrated competence on a qualifying examination.
- 2) An overall undergraduate grade point average (GPA) of at least **2.75**.
- 3) Applicants in **Translation & Interpreting concentrations** must demonstrate competence

on a qualifying examination. Information about the exam is available from the Translation and Interpreting Studies website: <http://www4.uwm.edu/lets/translation/index.cfm>.

4) Applicants in **Languages/Literatures (e.g., French, German)** should have an undergraduate major in the language, or comparable background, such as coursework, a significant immersion experience, or demonstrated very high level of proficiency combined with appropriate academic training. Applicants may also be asked to provide a representative writing sample--a short upper-level analytical paper written in the language of their concentration. If requested, the writing sample should be no less than 3 pages in length; it may be a paper that was written for an upper-level undergraduate course in language, literature, or related field.

5) Applicants in **Comparative Literature** should have either an undergraduate major in comparative literature, including advanced study of a language other than English, or equivalent literary and language preparation.

6) Applicants in **Linguistics** should have an undergraduate major in linguistics or in a related field, such as English, a foreign language, psychology, philosophy, or anthropology; and basic-level familiarity with a language other than English, which may be demonstrated by coursework, immersion experience, or native fluency.

7) Proof of English proficiency (international applicants only).

International applicants and non-native speakers of English must demonstrate English proficiency by presenting ONE of the following:

□ An undergraduate degree from a U.S. institution, or a non-U.S. English-language institution approved by the UWM Center for International Education. You must have attended this institution for at least two years and achieved an average of B or better.

OR

□ Official score reports for either the TOEFL exam (Internet-based format preferred) or the IELTS exam. Please note that the minimum required scores vary depending on the intended area of concentration:

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The following minimum total scores are required for admission to the MALLT program with concentration in Classics, Comparative Literature, or Linguistics.</p> | <p>The following minimum total scores are required for admission to the MALLT program with concentration in French, German, Translation & Interpreting or Spanish.</p> |
| <p>TOEFL (3 possible formats):</p> <p>Internet-based (iBT): 92</p> <p>Computer-based (CBT) 237</p> <p>Paper-based: 580</p> <p>- OR -</p> <p>IELTS: 7.0</p> | <p>TOEFL (3 possible formats):</p> <p>Internet-based (iBT): 83</p> <p>Computer-based (CBT) 220</p> <p>Paper-based: 557</p> <p>- OR -</p> <p>IELTS: 6.5</p> |

- 8) Upon recommendation of the program or the MALLT Coordinating Committee, a student may be admitted with deficiencies in course background by:
 - a. making up the deficiency by the end of the first full semester (9-12 credits). These courses do not count toward a degree.
 - b. furnishing substantial evidence of capacity to do satisfactory graduate work despite a deficiency; probationary admission might then be recommended.

B. Procedural Requirements

- 1) Student applies to the Graduate School for admission; international students send application materials to the Office of International Student and Scholar Services (ISSS), an office within the UWM Center for International Education (CIE); Graduate School or ISSS check minimum requirements and forward application to the Graduate Advisor of their area of study.
- 2) Student arranges to have three academic letters of recommendation, along with Letter of Recommendation forms, sent to the attention of the Graduate Advisor of their area of study at: P.O. Box 413 Milwaukee, WI 53201-0413.
- 3) MALLT Coordinating Committee reviews application and makes its recommendations to the Graduate School for Comparative Literature, German and French. TIS faculty review applications and make recommendations to the Graduate School for Translation and Interpreting.
- 4) Graduate School informs Coordinating Committee and/or TIS and student of acceptance. In the case of international students, the Graduate School forwards admission letter to CIE, which in turn notifies the applicant of acceptance and issues the I-20 immigration document.

NB: Students already admitted to the MALLT Program wishing to change their concentration must inform the relevant Graduate Advisor, and provide a statement of purpose and any other materials required by the program into which they would like to enter. This change must be approved by the Coordinating Committee and reported to the Graduate School.

C. Transfer of Credits

Any course submitted for transfer must be **no more than five years old** at the time of admission to the MALLT Program, and **no more than 6 credits** may be transferred. To qualify for transfer, courses must have been taken at the graduate level in a recognized institution, must have been completed with a grade of B or better, and cannot have been used to meet previous degree requirements.

D. Teaching Assistantships, Fellowships, and Financial Aid

1) Teaching Assistantships

Graduate Teaching Assistantships are granted by the four participating departments—Foreign Languages and Literature; French, Italian, and Comparative Literature; Linguistics; Spanish and Portuguese—not by the MALLT program. They usually involve 10 to 20 hours of class-related activities per week during the academic year, and may be made by one department or jointly.

To be considered for a Teaching Assistantship, students must complete a TA application and write to the Chair or TA Coordinator of the appropriate department. Please see the Teaching Assistantship link on the MALLT website for more information: <https://uwm.edu/language-literature-translation/graduate-program/funding/teaching-assistantships/>.

Please note that receiving a teaching assistantship is contingent upon remaining in good standing, as defined by Graduate School policies. For more information on good standing, please see page 10.

2) Fellowships and Financial Aid

UWM offers fellowships and scholarships, awarded throughout the university on a competitive basis, and Non-Resident Tuition Remission (NRTR), based on merit and financial need. To apply for a Graduate School Fellowship or the Advanced Opportunity Program Fellowship or to request an NRTR award, students must be nominated by their program or the MALLT Coordinating Committee. Please contact the Graduate Advisor if you would like to nominate a student.

Information about fellowships may be found on the Graduate School website: <http://www.graduateschool.uwm.edu/students/financial-support/>.

Information about loans and work-study programs may be obtained from the UWM Department of Financial Aid and its web page: www.uwm.edu/Dept/FINAID.

E. Advising Process

A. Role of the Graduate Advisor

The Graduate Advisor is the faculty member responsible for coordinating the graduate program in a particular curricular area. S/he is often also the representative of the area who serves on the MALLT Coordinating Committee. The Graduate Advisor is the first contact person for entering students planning to concentrate in the area, and they are instructed in the letter of admission to schedule an initial meeting with this Graduate Advisor. After assessing the student's interests, the Graduate Advisor assigns the student to a Major Professor specializing in the area.

B. Role of the Major Professor

The Graduate Advisor within the concentration will refer students to a Major Professor. The Major Professor will advise and supervise studies, as specified in the Graduate School regulations. Students should not register for any courses without obtaining their major professor's prior approval.

The Major Professor is the faculty member familiar with a student's particular area of interest who will advise the student during the course of the 30-credit MALLT degree program. Should the student's area of interest change, another Major Professor would be assigned.

The Major Professor's principal responsibilities include supervising:

- the Plan of Study (please see **Appendix B**);
- the choice of courses, including advising students about making up any deficiencies (must be removed within 3 enrolled semesters);
- the reading list, including possible substitutions that relate to the student's Plan of Study
- the MALLT thesis (optional);
- the comprehensive exams.

6) Plan of Study

In consultation with the Major Professor, students will set up a tentative Plan of Study during the first semester of graduate work. It will be reviewed by the Major Professor after successful completion of 1 semester and removal of any deficiencies that may have been assessed at admission. The Plan of study should be approved by the respective Program faculty (or, in the case of T&IS, the graduate faculty of T&IS).

A Plan of Study form is available on the MALLT website (<http://uwm.edu/language-literature-translation/graduate-program/program-form/>). Translation and Interpreting concentrators should refer to the Translation program website (<https://uwm.edu/translation-interpreting-studies/graduate/>) for plans of study in each language pair.)

Changes in Plan of Study

At the time of the review, students may request another Major Professor, in the event that the student's programmatic needs have been modified or altered. A new Major Professor should submit another plan of study reflecting changes to the MALLT concentration.

D. Transcript-Designated Concentration

There are ten transcript-designated concentrations approved by the Graduate School:

- **Classical Greek** (on hiatus)
- **Classics** (on hiatus)
- **Comparative Literature**
- **French and Francophone Language, Literature, and Culture**
- **German Language, Literature, and Culture**
- **Interpreting**
- **Latin** (on hiatus)
- **Linguistics (Double concentration, and MALLT/MLIS coordinated degree only)**¹
- **Spanish and Hispanophone Language, Literature, and Culture (double concentration, and MALLT/MLIS coordinated degree only)**
- **Translation**
- **Interpreting**

Please note: Students may concentrate in Linguistics and in Spanish only with a double concentration.

It is possible to design a plan of study with a concentration that falls outside the approved transcript-designations listed above (for example, Italian Studies). In that case, the MALLT degree would appear on the official Graduate School transcript without a concentration designation.

Special rules governing Transcript-Designated Concentration:

- a minimum of 5 courses (15 credits) in the concentration.
- only one Independent Study (3 credits) can count toward the 15-credit concentration

¹ Students wishing to do a double concentration with Linguistics as one of their fields of study should take MALLT/Ling 708, as well as at least 4 other Graduate-level courses of their choice in the field of linguistics. These courses may be Graduate courses in Linguistics (please see the Linguistic courses found under the Additional courses' heading of the Schedule of Classes); they may also be Graduate-level courses in MALLT, French, German, and Spanish whose content falls within study of linguistics (e.g. Ger 671, 681; Span 701, 702, 703, 705).

- a maximum of 3 credits of thesis can count toward the 15-credit concentration.
- a maximum of 6 transfer credits
- Students may not earn MALLT concentration and certificate credits for the same coursework.
- Student must receive grade of B or better for any course counted toward concentration.

2. REQUIREMENTS FOR GRADUATION

A. Credits and Courses

Full-Time Enrollment

Graduate students enrolled for a minimum of 8 credits per semester or 6 credits during a summer session are considered full time, with the exceptions described below.

UWM teaching and project assistants who are employed for one-third (33%) time or more must enroll for a minimum of 6 credits per semester. They are considered full-time with this minimum enrollment. The Graduate School and/or graduate program unit reserves the option to require a higher credit minimum for those who hold Graduate School awards.

The minimum degree requirement for graduation is **30 graduate credits**, six of which must be in designated core seminars. In consultation with the Major Professor, students develop a program of study normally including the following:

- 1) **2 core seminars** as a foundation in basic aspects of languages, literatures, and linguistics;
Students with **Translation or Interpreting concentrations** must take Trnsltn/MALLT 709 (Literary & Cultural Translation) and Trnsltn/Comparative Literature 820 (Translation Theory) as their core seminars.
- 2) **5-8 courses in a language or literature or linguistics** area to permit concentration in the major area of interest; (15-24 cr).
- 3) **up to 3 courses in related areas** to give the program breadth (9 cr).
- 4) candidates for degree **must be enrolled in at least one credit during their final semester**. If all degree courses are completed, enroll in one-credit of MALLT 888: Candidate for Degree.

Double concentrations (36 credits minimum)

According to Graduate School policies, for a single concentration students must take a minimum of 5 courses (15 cr) in a single area. Students may concentrate in two areas by taking two core seminars (6 cr) and five courses in two areas of concentration (10 courses/30 cr), for a total of 36 credits. Please see **Appendix B: Plan of Study** for more detail. Because the ten courses in two areas of concentrations give the program breadth, the requirement of related courses (9 cr.) is waived.

B. Reading List

Students are responsible for obtaining the reading list for their concentration from their Major Professor, or the Graduate Advisor of their particular program. The Major Professor, in consultation with the student, is responsible for tailoring the reading list to make it appropriate for the area of study.

In cases where the program of study falls within a single curricular area, the Major Professor should consult the reading list designed by the faculty in that curricular area. In cases where the program of study includes more than one area, the Major Professor should consult faculty members with specializations in those areas.

- 1) The reading list should consist of the major texts/sources involved in the student's program of study and should comprehensively cover the student's area of study. The list should include primary, critical and reference works.
- 2) A copy of the reading list should be given to the student's Examining Committee with the understanding that a portion of the Comprehensive Examination be based on this reading list.
- 3) A copy of the reading list should be kept in the student's folder.

C. Comprehensive Examinations for Comparative Literature, French and German (see **Appendix C** for detailed guidelines; Translation & Interpreting concentrators see TIS Student Handbook available on D2L for detailed guidelines)

Students must pass both written and oral examinations, prepared and administered by an Examining Committee.

- 1) **No later than two months prior to the date proposed for the examinations**, the Coordinating Committee will approve the Examining Committee of three members, proposed by the Major Professor after consultation with the student. The members will be appointed on the basis of their expertise in the area(s) of the program of study.
- 2) **At the time of the examination**, the Major Professor should assemble the following forms, which must be completed and returned to the student's file following the Comprehensive Exam:
 - Report of Completion of Comprehensive Exams
 - Transcript-Designated Concentration Form
 - Graduation Application (which student will have filed with the Graduate School at the start of the final semester)
 - MALLT Student Learning Outcomes Assessment (see **Appendix H**)
 - Exit Interview (see **Appendix I** for sample form)
 - Evaluation of the MALLT Program (see **Appendix J** for sample form)
- 3) Students **failing the examination** may retake it only once and **not within three months** from the date of the first examination. Students completing a double concentration only need to retake the portion of the exam related to the concentration they failed. Students completing a single concentration need to retake the entire exam. Students can appeal if they fail the exam.
- 4) The Major Professor makes sure that the student completes the Exit Interview and the Evaluation of the MALLT Program. Since the Major Professor is most likely to keep in contact with the MALLT graduate, please forward any information about the graduate's professional development to the Graduate Advisor and the MALLT CC Chair for our records and newsletter.

C. Thesis (see also **Appendix D**)

Writing a thesis in the MALLT program is optional. A maximum of six graduate credits may be earned by presentation of a satisfactory thesis. These credits cannot serve to replace core seminars. The Major Professor, in consultation with the student, will recommend the names of a Thesis Director and two

readers, who will, upon approval by the Coordinating Committee, serve as the Thesis Committee. Students must submit a thesis proposal and bibliography for approval by the Coordinating Committee.

D. Time Limit

The Graduate School requires that students complete all degree requirements within **five years** from the semester of initial enrollment. Under certain circumstances, it is possible to request an exception to this regulation.

E. Satisfactory Performance Policy and Good Standing

Candidates for the MALLT degree are expected to maintain a satisfactory level of academic performance throughout the approved course of study. In the event that there is evidence of unsatisfactory performance, e.g., low grade listing by the Graduate School, a drop of GPA below the **3.00** required by the Graduate School, or grades of "Incomplete" in more than one course, the following procedure is followed:

- 1) The Graduate School send a memo to the Graduate Advisor stating that he/she will need the approval of the Graduate Dean to continue.
- 2) The Graduate Advisor will refer the case (with all the data) to the Major Professor for review and recommendations.
- 3) The Major Professor may recommend, among others, the following actions:
 - a) Academic warning - The student is warned that failure to improve his/her performance may lead to further action by the MALLT Coordinating Committee (see points b and c below).
 - b) Probation - An official letter by the Graduate Advisor, with copies to the Graduate School, will be sent to the student specifying the academic requirements to be met (and the time limits) to avoid further action by the MALLT Coordinating Committee.
 - c) Dismissal
- 4) The MALLT Coordinating Committee will review the recommendations of the Major Professor and take appropriate action (except for cases involving TIS students).

F. Incomplete Grade Policy (see Appendix G)

1) If a student must take an Incomplete due to extraordinary circumstances, he or she must make a request to the instructor. If the request is approved, the instructor will indicate the conditions for removal of the Incomplete, including the dates for submitting all remaining work. The form in **Appendix G** provides a model for such a request.

Students should be aware, however that an Incomplete may be considered a lack of progress toward the degree and it may have consequences for the continuation in the program and financial aid.

2) A grade of Incomplete becomes a Permanent Incomplete (PI) if the instructor does not change the Incomplete to a grade **within one year** from assigning the grade. The one-year grade reporting deadline is absolute and corresponds to the last day of grade reporting for the semester. (For example, if a change of grade is not reported, a grade of I for Spring 2010 becomes PI automatically upon the grade report deadline for Spring 2011.)

3) A Permanent Incomplete (PI) is not computed into the grade point average, and the PI grade cannot subsequently be changed to a letter grade.

G. Citation Policy

Students in MALLT are expected to comply fully with UWM's policies regarding academic integrity. All material submitted by students should follow the current guidelines of the style manual most appropriate for their discipline -- either *The Chicago Manual of Style*, *The MLA Style Manual*, the *APA Publication Manual*, or the Style Sheet for *Language: Journal of the Linguistic Society of America*. The recommended citation format should be listed in course syllabi.

Online style guides are available for each of these citation formats:

Chicago Manual Style: http://www.chicagomanualofstyle.org/tools_citationguide.html

MLA Formatting Style and Guide: <http://owl.english.purdue.edu/owl/resource/557/01/>

APA Formatting Style and Guide: <http://owl.english.purdue.edu/owl/resource/560/01/>

LSA Style Sheet: <http://www.lsadc.org/info/pubs-lang-style.cfm>

Additional information about proper citation, including online style guides and tutorials, can be found in **Appendix A**, as well as on the University of Wisconsin-Milwaukee Writing Center's website: <http://www4.uwm.edu/writingcenter/Resources.htm>.

Students are encouraged to contact The Writing Center for assistance. The Center is located in Curtin Hall 382 with a satellite location in the Library East Wing. Appointments can be made by calling (414) 229-4339 or by visiting their website: <http://www4.uwm.edu/writingcenter/index.html>

Failure to follow citation requirements may lead to academic disciplinary action. Please refer to Appendix F: Academic Integrity for additional information, including the academic misconduct procedures followed by the University of Wisconsin-Milwaukee College of Letters and Science.

APPENDIX A: GRADUATE STUDENT RESOURCES

(Revised 6/4/14)

Academic Resources:

The Writing Center

The Writing Center is open to all UW-Milwaukee writers, current freshmen through graduate students, staff and faculty. Whether face-to-face or online in real time, you can meet one on one and confidentially with a qualified tutor to discuss any kind of writing project. All subjects and skill levels are welcome. Wherever you are in your writing process — generating topics, organizing ideas, developing content, refining language or revising drafts — talking with a tutor can help you get started and keep you moving toward your final goals.

For more information, please see: <http://www4.uwm.edu/writingcenter/>

Health Care Resources:

Norris Health Center

Norris Health Center, your on-campus health resource, is located between Enderis Hall and the Klotsche Center. Health is a lifetime process and you are the primary player. The staff at Norris will be your partner in that process, providing treatment if you are ill or injured, but more important, assisting you in understanding your health needs and in learning to make healthy choices on a daily basis.

Location

Street Address:

3351 North Downer Ave.
Milwaukee, WI 53211 USA

Hours

Monday - Thursday 8:00am - 4:45pm
Friday 9:00am - 4:45pm

For more information, please see: <https://www4.uwm.edu/norris/index.cfm>

Klotsche Center & Pavilion

Location:

3409 N. Downer Ave.
Milwaukee, WI 53211

For more information, please see: <http://www4.uwm.edu/recsports/index.cfm>

**APPENDIX B: Master of Arts in Language, Literature, and Translation
PLAN OF STUDY**

Student name: _____ Student # _____ Date _____

Undergraduate education: _____

First semester enrolled in UWM graduate school: _____

Admission status (including deficiencies): _____

MALLT Concentration(s) _____

Courses (please provide number, title, instructor, semester taken)

Check off courses taken

Core seminars: 6 credits

Related courses: 9 credits (none for double concentrations)

1. _____

1. _____

2. _____

2. _____

3. _____

Concentration: 15 credits

Second concentration: 15 credits (if appropriate)

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____

5. _____

5. _____

Thesis topic, if applicable: _____

(Two major professors for double concentration) Major Professor(s) Name(s)

Major Professor Signature(s)

cc:

Major Professor(s)
Student

APPENDIX C: COMPREHENSIVE EXAMINATION POLICY

(All concentrations)

(Revised 04/05/2013)

1. The written and oral comprehensive examinations should normally be administered during the last four weeks of regular sessions or the last two weeks of summer sessions. The oral exam should follow the written exam by no less than a week and no more than ten days. **Students are encouraged to consult with members of their committee early in the semester to discuss the exam format and procedure.**
2. The Examining Committee consists of three members: the student's Major Professor and two other members of the faculty. The chair of the Examining Committee should fix the exact date of the exam and composition of the committee and submit it for approval to the MALLT Coordinating Committee no later than eight weeks before the examinations are to be given. Care should be taken to schedule exams to meet Graduate School deadlines.

3. Exam Components

The comprehensive examinations comprise a certain number of components: typically 3 components (in the case of single concentrators) or 4 components (in the case of double concentrators). The exact components will vary according to the individual student's plan of study and/or concentration, and will be determined by the members of the examining committee.

The exams typically include

- one 2-hour essay question OR, for students in Translation, a one-hour timed translation exam
- a series of shorter questions related to a specified field (2 hours) OR, for students in Translation, a 24-hour take home response to one theoretical question
- a 1-2 hour oral examination OR, for students in Translation, a final written reflection

The exams of students who have a double concentration will also include

- a second essay question in the student's second area of concentration

4. Exam Formats

A. In person written exam (blue book or computer) & face-to-face oral examination

Single concentration (4 hours):

- a) One 2-hour essay question
- b) 2-hours: Shorter questions related to a specific field or a textual interpretation, depending on the area.
- c) 1 -1 ½ hour oral examination 7-12 days after the written exam (a Skype oral examination is possible in exceptional cases)

Double concentration (5 hours):

- a) One 1-hour essay, short question or multiple choice question, to be determined by major

professors in both areas of concentration

- b) One 2-hour essay question, or short questions related to one area of concentration
- c) One 2-hour essay question related to the second area of concentration
- d) 1 -1 ½ hour oral examination 7-12 days after the written exam (a Skype oral examination is possible in exceptional cases)

B. Online exam (required of all students with a single concentration in Translation)

The exam questions are distributed using the Desire 2 Learn (D2L) online course platform. The exam is timed so that examinees may only access one part of the exam at a time. Each portion is allotted its time as indicated below, with a 10-minute window for downloading and uploading from and to D2L. Note: late submission of the exam is grounds for failure; in some cases students may be required to submit a follow-up essay.

- Translation: a one-hour timed translation exam [students choose 1 of 2 texts; online and print dictionaries allowed];
- Essay question: a 24-hour take home response to one theoretical question that will be assessed as a scholarly paper [students choose 1 of 2 questions; online and print resources allowed; proper academic citation form must be followed using MLA or Chicago Manual of Style; 8 – 12 pages expected]. This question is based on the reading list and courses.
- Final reflection: no sooner than 7 days and no later than 12 days after having submitted the written portions, the candidate receives a list of no more than 8 questions referring specifically to choices made on the earlier translation and points made in the earlier essay, and ask the student to elaborate/defend/clarify. Candidates have a total of four hours to submit the final reflection; proper academic citation form must be followed.

N.B. Students, with approval of their examining committee, may under certain circumstances choose alternate formats. For example, a student with a double concentration in Translation & Language/Literature may choose, with the approval of the examination committee, to take the exam entirely online. In that case, the examination may comprise

- Translation: a one-hour timed translation exam [students choose 1 of 3 texts; online and print dictionaries allowed];
- Essay question: a 48-hour take home response to two questions (one of Translation theory; the other from the second concentration's respective field of study; students choose 1 of 2 questions in each area of concentration). These will be assessed as scholarly papers [online and print resources allowed; proper academic citation form must be followed using MLA or Chicago Manual of Style; 8 – 12 pages expected]. One question is in the area of Translation, the other in the area of the second concentration, exact format be determined on a case-by-case basis by major professors in both areas of concentration;
- Final reflection: no sooner than 7 days and no later than 12 days after having submitted the written portions, the candidate receives a list of no more than 10 questions referring specifically to choices made on the earlier translation and points made in the earlier essay, and

ask the student to elaborate/defend/clarify. Candidates have a total of five hours to submit the final reflection; proper academic citation form must be followed.

The examination committee for each student is charged with determining the specific format for the exam in each case, in consultation with the student and taking into account whether or not the student is on-campus or is taking their MA entirely online.

In the case of a double concentration, the student must choose a Major Professor who will serve as the Chair of the Comprehensive Examinations, and who will be responsible for its organization.

Reading lists

The Major Professor will discuss the (revised) reading lists with the student when they establish a plan of study during their first semester of study in the MALLT program. Enough leeway will be given on the reading lists to allow students to make choices and substitutions. (For example, the student may be asked to read two novels by Balzac but may choose the novels.)

When the Major Professor and the student meet to plan the Comprehensive Exam (no later than the beginning of the fourth semester), the student will indicate on the reading list the titles of works s/he has read when choices are allowed. A copy of the final reading list will be given to the three members of the Examining Committee.

5. Written examination questions from previous examinations, which are held by the Graduate Advisors, are available for inspection to all interested MALLT faculty and students. Examination answers shall be kept in a confidential file available only to MALLT faculty.
6. Only examiners may question the candidate at an oral examination.
7. The concentration may require proficiency in research language(s). These requirements must be satisfied prior to the written examination.
8. Failure to pass the written examination shall cause cancellation of the oral examination. Students failing the exam may take it again no less than three months from the date of the first exam.
9. "Distinguished Performance" designation

A MALLT Examining Committee that is especially impressed by the quality of a candidate's comprehensive exam performance and the student's overall performance in the program can choose to confer the "Distinguished Performance" designation. The members of the Examining Committee decision must unanimously support this designation. The MALLT Coordinating Committee will lend its support to this action via automatic consent item. Upon notification from the Chair of the Examining Committee, the relevant Graduate Advisor will send a letter to the candidate commending him or her for this distinguished performance. The Graduate Advisor will, at the candidate's request, provide copies of this letter to doctoral programs or to potential employers.

APPENDIX D: MALLT THESIS GUIDELINES

Adopted 12/14/06

As a candidate for the MALLT degree, you may opt to write a thesis that will demonstrate your ability to conduct research. Presentation of a satisfactory thesis **cannot substitute for the MALLT comprehensive examination requirement**, which the Graduate School requires of all MALLT degree candidates. You may earn a maximum of six graduate credits for MALLT 790; however, only three credits of MALLT 790 may be counted toward the 15 credits of coursework required in your concentration(s) and none will substitute for the two core seminars. For students enrolled in the coordinated MA/MLIS degree program, the thesis option credits will be in addition to the 21 required MALLT credits.

A. PRELIMINARY PROCEDURES – PRIOR TO ENROLLING IN MALLT 790

1. Planning to write a thesis

The first step is to notify your **Major Professor** of your intent to write a thesis. You may choose the MALLT thesis option after satisfactory completion of one semester of graduate work on a full-time basis (i.e., having completed at least six credits) or its equivalent on a part-time basis. The decision to write a thesis should be made as soon as possible and no later than the date on which your general Plan of Study is reviewed and finalized.

2. Thesis Director and Thesis Committee

The next step is to meet with your **Thesis Director**, who is usually your Major Professor. Upon his or her recommendation, a **Thesis Committee** is approved for each Master's thesis by the MALLT Coordinating Committee. The Thesis Committee usually consists of three faculty members, the Thesis Director and at least two readers. The final direction of your work is vested in the Thesis Director, who will give you guidelines and suggestions for developing and perfecting your thesis.

3. Writing a thesis proposal

Next, you will develop a proposal for your research and submit it to your Thesis Director before or concurrently with registration for MALLT 790. Here are some guidelines regarding the content, length, and format of the proposal.

(a) Content of the thesis proposal

The thesis proposal should describe:

- the subject you intend to write about
- the argument you are proposing
- the scope of your project
- the methodology
- the significance of your project
- the current state of scholarship and criticism relevant to your project
- the organizational outline, section by section
- the anticipated results and conclusions
- a bibliography

(b) Length of the proposal

For a **3-credit thesis**, the proposal should be three to five pages double-spaced; the bibliography should include at least ten sources.

For a **6-credit thesis**, the proposal should be six to eight pages double-spaced; the bibliography should include at least fifteen sources.

(c) Format of the proposal

The format of the proposal and all drafts of the thesis should conform to current guidelines of the style manual most appropriate to the discipline—either *The Chicago Manual of Style*, *The MLA Style Manual* or the *APA Publication Manual*, or the Style Sheet of the Linguistics Society of America.

All MALLT students who plan to write a thesis should also obtain a copy of the *UWM Master's Thesis and Doctoral Dissertation Format Requirements* from the Graduate School (Mitchell 261). This publication provides formatting guidelines and samples of the thesis title page and approval page format. The publication is also available online from the Graduate School web site: <http://uwm.edu/graduateschool/thesis-dissertation-formatting/>

B. WHILE ENROLLED IN MALLT 790

1. Number of credits

If you are opting for a 6-credit thesis, you may enroll for six credits of MALLT 790 in one semester, or you may spread the six credits over two semesters.

2. Getting your proposal approved

Your Thesis Committee will evaluate the thesis proposal and, in case of a positive decision, your Thesis Director will present it to the MALLT Coordinating Committee for formal approval three weeks before the end of the semester preceding the semester in which you are enrolled for thesis credits. If your proposal is not immediately approved, you will be asked to continue to develop it as part of your work in 790.

3. Completing the thesis

In general, the thesis should give evidence of training in research by means of a contribution to knowledge. The thesis should have a well-defined topic of investigation and should prove your familiarity with basic methods and techniques of research in the chosen subject as well as your ability to apply them.

Different areas of concentration within MALLT have somewhat different additional requirements. These guidelines are provided below; **however, students should consult with their Thesis Director to confirm any minimum/maximum page-number expectations before registration in MALLT 790.**

Linguistics Concentration

The recommended minimum length of a MALLT thesis is 40 pages of “main body” of text for three credits of MALLT 790; more for additional credits as defined in the UWM Graduate School’s *Master’s Thesis and Doctoral Dissertation Format Requirements*.

A thesis in linguistics typically tests one or more hypotheses in the domain of inquiry selected by the student. It should include:

- a statement of the hypotheses;
- a statement of test conditions – that is, what type of evidence would in principle count as confirming the hypotheses and what evidence would count against them;
- a presentation of the data relevant to testing the hypotheses;
- a demonstration of how the data confirm or disconfirm the hypotheses.

Literature Concentration

A literary thesis typically includes a critical introduction. This introduction should contextualize your research within the current scholarship in the field, describing its methodology and import. Your scholarship should be theoretically and critically informed, making an original contribution to the field of knowledge.

The recommended minimum length of a three-credit MALLT literature thesis is 50 pages of “main body” of text; the recommended minimum length of a six-credit MALLT literature thesis is 100 pages of “main body” of text, as defined in the UWM Graduate School’s *Master’s Thesis and Doctoral Dissertation Format Requirements*.

Language Concentration

A thesis in this field may cover a wide range of topics, such as second or foreign language learning and acquisition, language pedagogy, language and culture, socio-historical studies, and linguistics [syntax, phonology, pragmatics, etc.]. Depending on the topic, the thesis guidelines will vary. For example, the requirements for a thesis on a “hypothesis-driven” topic would resemble those in the linguistics concentration, whereas requirements for a more “cultural-studies-oriented” thesis would be similar to those in the literature concentration. Students interested in writing a thesis should discuss possible topics and approaches with their Thesis Director.

Translation Concentration

Three-credit theses should include a 50-page translation with translator’s notes and a 10-20-page **critical introduction** to discuss theoretical approach and strategies.

The six-credit option should include a 100-page translation with translator’s notes and a 20-30-page **critical introduction** to discuss theoretical approach and strategies.

Critical introduction – Translation thesis writers should include original ideas on theory and strategies here. The introduction should be theoretically informed, but does not have to adhere to a particular scholar’s theory. Students are encouraged to develop their own theory and strategies.

4. Thesis defense

Your thesis must be defended in front of your Thesis Committee. The defense will be approximately one hour long and will take place at least two weeks before the last day of classes in the last semester that you are enrolled in MALLT 790. It will involve a discussion of the argumentation, conclusions, and significance of your thesis.

Following a successful defense, your Major Professor officially notifies the Graduate Advisor of completion and acceptance of the thesis and forwards one copy to be kept in your student file.

Timeline for Writing a MALLT Thesis

Failure to meet these deadlines on the part of the student may result in a grade of Incomplete for MALLT 790.

| Preliminary procedures to be completed before registration in first semester of MALLT 790 | |
|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Notify Major Professor of intent to write thesis. | when completing Plan of Study (end of the first full-time semester) |
| Meet with Thesis Director and develop Proposal. | semester before registration in MALLT 790 |
| Establish Thesis Committee & submit Proposal to Thesis Director. | concurrent with registration for MALLT 790 |

| While enrolled in MALLT 790 | 3-credit thesis | 6-credit thesis |
|----------------------------------------------------------------------------------------|------------------------------------------------------|-----------------------------------------------------------|
| Thesis Committee approves Proposal and Director submits for MALLT Committee approval. | within first three weeks of the semester | within first three weeks of semester-1 of MALLT 790 |
| Thesis Committee approves date for the defense of the thesis. | within first three weeks of the semester | within first three weeks of semester-2 of MALLT 790 |
| Defense of the thesis | at least two weeks before last day of classes | at least four weeks before last day of classes |
| Deadline for Thesis Committee approval and submission to the relevant Graduate Advisor | within 30 days after Thesis Committee approval | within 30 days after Thesis Committee approval |

APPENDIX E: GRIEVANCE PROCEDURES

1. The MALLT Ad-hoc Grievance Committee shall consist of:
 - A. student's curricular area representative on the MALLT Coordinating Committee;
 - B. program faculty member appointed by the Graduate Advisor;
 - C. student representative, elected each year by the MALLT program students.
2. Examples of grievances without exclusion by enumeration: grades, grading practices and other academic matters; discrimination on grounds of race, color, national or ethnic background, sex, sexual preference, age, creed, religion, family status, or disability.
3. Informal procedures for resolution of the grievance:
 - A. Student confers with instructor
 - B. Student, instructor, Major Advisor and Graduate Advisor confer
4. Formal procedures, in the event that the informal procedure cannot achieve resolution of grievance:
 - A. Written filing of the grievance. The grievant shall file the grievance in written form (see attached Grievance Report) within ten working days of the event. The written complaint shall be promptly delivered to the relevant Graduate Advisor who will then convene the Ad-Hoc Grievance Committee in accordance with Item 1 above.
 - B. The MALLT Grievance Committee shall initiate action within ten working days of receipt of the written Grievance Report.
 - (i) The grievant and the related parties shall be invited to appear before the Grievance Committee at a mutually agreeable time.
 - (ii) It shall be made clear that each party is entitled to support and representation.
 - (iii) The meeting shall be closed unless both parties agree to an open meeting.
 - (iv) Both sides shall be allowed to present their cases.
 - (v) After the presentations, the Grievance Committee shall make its decision in closed session.
 - (vi) The findings and decision of the Grievance Committee shall be forwarded to both parties for informational purposes and to the MALLT Coordinating Committee. A confidential copy of the grievance report shall be kept on file by the relevant Graduate Advisor.
 - (vii) The decision of the Ad-hoc Grievance Committee can be appealed to the MALLT Coordinating Committee. If no appeal is filed, implementation of the Grievance Committee's decision will be the responsibility of the MALLT Coordinating Committee.
5. Extra-departmental Appeal Procedures (see *Graduate School Bulletin*, "Appealing Academic Decisions")

GRIEVANCE REPORT

1. Grievant: _____

2. Grievance against: _____

3. Summary of the problem (please include date(s) and time(s); use extra sheet if necessary):

Signature: _____ Date: _____

Name (please print): _____

Action Taken:

Signatures of Grievance Committee: _____

Coordinating Committee curricular area representative

Program faculty member appointed by Graduate Advisor

Student representative

Date: _____

APPENDIX F: ACADEMIC INTEGRITY

Students in MALLT are expected to comply fully with UWM's policies regarding academic integrity. The following guidelines are taken from the *UWM Student Handbook* (published by the Office of Student Life). The complete text is available online: <http://www.uwm.edu/Dept/OSL/DOS/handbook.pdf>

“ACADEMIC MISCONDUCT”:

UWM expects each student to be honest in academic performance. Failure to do so may result in discipline under rules published by the Board of Regents (UWS 14). The most common forms of academic dishonesty are cheating and plagiarism.

Cheating includes:

- Submitting material that is not yours as part of your course performance, such as copying from another student's exam, allowing a student to copy from your exam; or,
- Using information or devices that are not allowed by the faculty; such as using formulas or data from a computer program, or using unauthorized materials for a take-home exam; or,
- Obtaining and using unauthorized material, such as a copy of an examination before it is given; or,
- Fabricating information, such as data for a lab report; or,
- Violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; or,
- Collaborating with others on assignments without the faculty's consent; or,
- Cooperating with or helping another student to cheat; or,
- Other forms of dishonest behavior, such as having another person take an examination in your place; or, altering exam answers and requesting the exam be re-graded; or, communicating with any person during an exam, other than the exam proctor or faculty.

Plagiarism includes:

- Directly quoting the words of others without using quotation marks or indented format to identify them; or,
- Using sources of information (published or unpublished) without identifying them; or,
- Paraphrasing materials or ideas of others without identifying them.
- Internet use [in plagiarism]: The above includes the use of internet materials. Students are responsible for abiding by the internet policies of UWM and the UW System.”

For further information on academic integrity and avoiding plagiarism, please consult the resources listed in Section G: Citation Policy of this handbook, and on the MALLT website.

The following excerpt was taken from “Documentation and Ethics.” *MLA Style Manual and Guide to Scholarly Publishing*. 3rd ed. New York: The Modern Language Association of America, 2008. 166-167. Print.

6.2 Documentation and Ethics

Using another person's ideas or expressions in your writing without acknowledging the source constitutes plagiarism. Derived from the Latin word *plagiarius* ("kidnapper"), to *plagiarize* means "to commit literary theft" and to "present as new and original an idea or product derived from an existing source" (*Merriam-Webster's Collegiate Dictionary* [11th ed.; 2003 print]). In short, the act of plagiarism gives the impression that you wrote or thought something that you in fact borrowed from someone, and to do so is a violation of professional ethics.

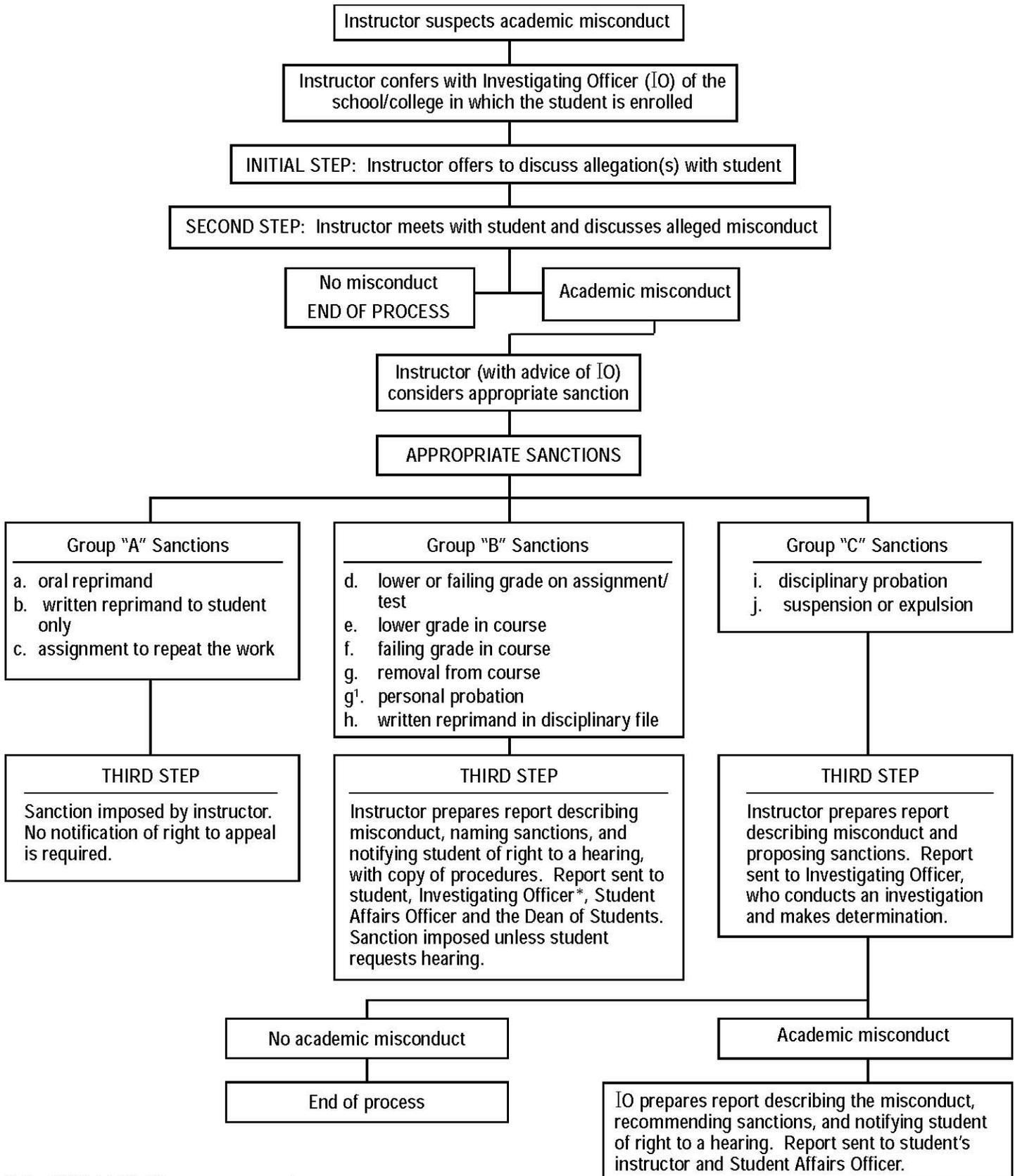
Forms of plagiarism include the failure to give appropriate acknowledgement when repeating another's wording or particularly apt phrase, paraphrasing another's argument, and presenting another's line of thinking. You may certainly use other persons' words and thoughts, but the borrowed material must not appear to be your creation.

In your writing, then, you must document nearly everything that you borrow. In addition to documenting direct quotations and paraphrases, you should consider the status of the information and ideas you glean from sources in relation to your audience and to the scholarly consensus on your topic. In general, information and ideas you deem broadly known by your readers and widely accepted by scholars, such as the basic biography of an author or the dates of a historical event, can be used without documentation. But where readers are likely to seek more guidance or where the facts are in significant dispute among scholars, documentation is needed; you could attribute a disputed fact to the source with which you agree or could document the entire controversy. While direct quotations and paraphrases are always documented, scholars seldom document proverbs, sayings, and clichés. You must indicate the source of any appropriated material that readers might otherwise mistake for yours.

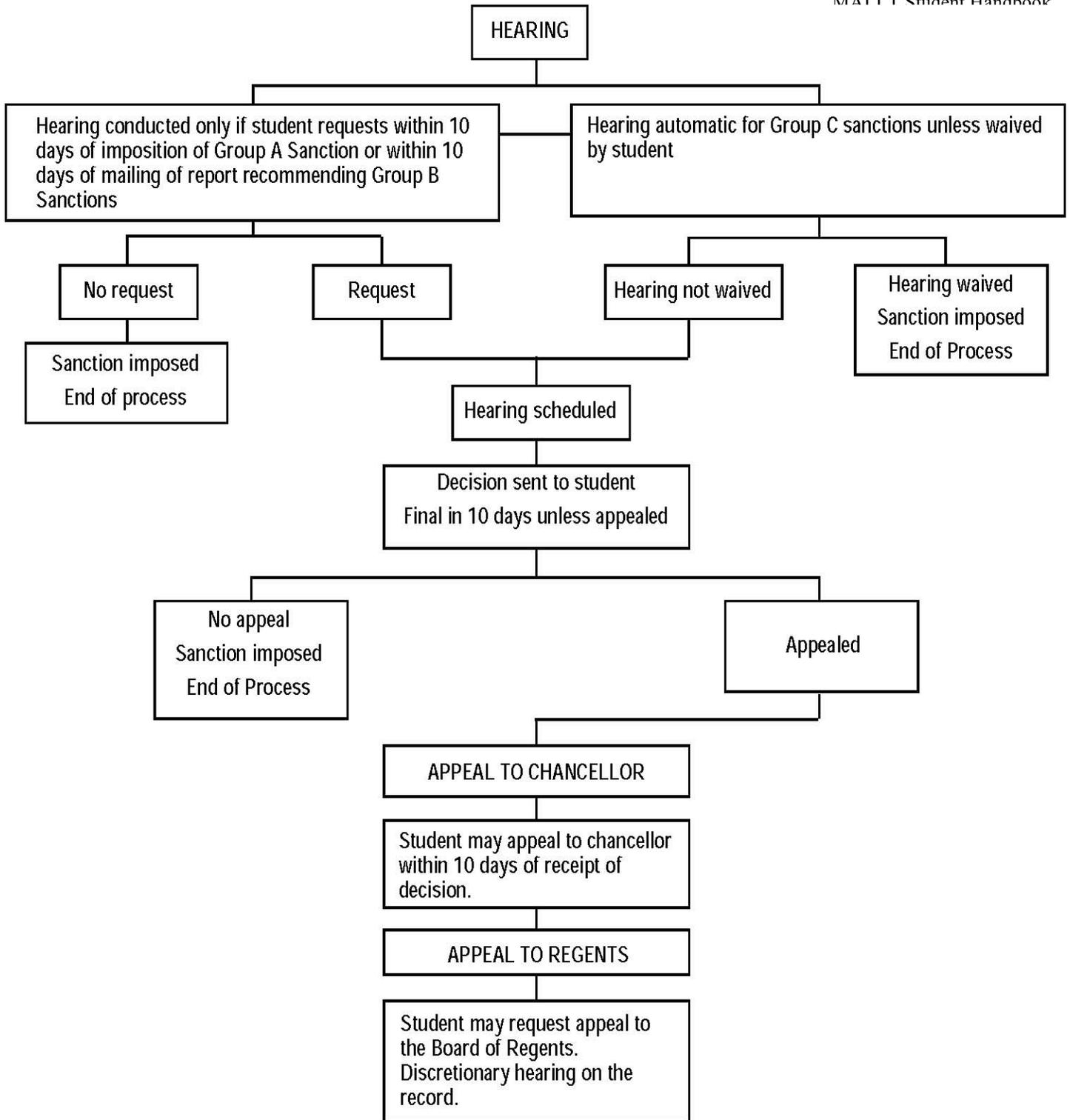
Plagiarism is a moral and ethical offense rather than a legal one. Most instances of plagiarism fall outside the scope of copyright infringement, a legal offense. Plagiarism remains an offense even if the plagiarized work is not covered by copyright law or if the amount of material used and the nature of the use fall within the scope of fair use; copyright infringement remains a legal offense even if the violator acknowledges the source (see 2.2.13-15). The penalties for plagiarism can be severe, ranging from loss of respect to loss of degrees, tenure, or even employment. At all stages of research and writing, guard against the possibility of inadvertent plagiarism by keeping careful notes that distinguish between your musings and thoughts and the material you gather from others.

Another issue related to plagiarism concerns not outside sources but the author's own earlier writing. Whereas reprinting one's published work, such as having a journal article appear in a subsequent book of essays, is professionally acceptable – as long as appropriate permission is secured and complete bibliographic information about the original publication accompanies the reprint – professionals generally disapprove if previously published work is reissued, whether verbatim or slightly revised, under another title or in some other manner that gives the impression it is a new work. Although not the same as plagiarizing someone else's writing, self-plagiarism is another type of unethical activity. If your current work draws on your own previously published work, you must give full bibliographic information about the earlier publication.

ACADEMIC MISCONDUCT PROCEDURES UWM Faculty Doc. 1686/UWS Chapter 14



* Per UWS 14.07, IO may recommend sanctions other than those imposed



APPENDIX G

MALLT Incomplete Request

Name of Student _____ Today's Date _____
 Name/Number of Course _____
 Name of Instructor _____
 Remaining work left to be completed to fulfill course requirements (please be specific):

Reason for request of incomplete:

Date by which all requirements for the course will be completed: _____

| | | |
|-------------------|----------------------|---------------------------|
| Student Name | Instructor Name | Major Professor Name |
| _____ | _____ | _____ |
| Student Signature | Instructor Signature | Major Professor Signature |
| _____ | _____ | _____ |

By signing this request, the student acknowledges that s/he may receive a failing grade if the coursework is not completed by the agreed-upon date; and that according to Graduate School rules, an incomplete that is not completed within one year will change to a Permanent Incomplete.
 A copy of this form should be filed in the student file.

APPENDIX H: MALLT Assessment (Direct Measurement Tool)

Instructions : The Chair of the Comprehensive Examination Committee should fill out this evaluation, with input from the other examination committee members, at the time of deliberation about the exam results.

A. Knowledge : Student is knowledgeable about the linguistic, literary, and cultural productions of global communities in the past and present, and able to situate them within a historical, cultural and discursive (interdisciplinary and/or cross-cultural) context. Student is familiar with several major tendencies in critical and theoretical analysis, and able to apply these to the study of texts.

| | | | | |
|-------------------------------|---|-----------------------|---|-------------------------|
| 1 | 2 | 3 | 4 | 5 |
| Does not meet expectations | | Meets expectations | | Exceeds expectations |

B. Critical Thinking : Student provides nuanced and sophisticated discussions (in writing and in conversation) of linguistic, literary, and cultural works in English, and when appropriate, in the target language of their field of study. Student was able to analyze and to incorporate critical/theoretical frameworks into written and oral discussions of literary or cultural works.

| | | | | |
|-------------------------------|---|-----------------------|---|-------------------------|
| 1 | 2 | 3 | 4 | 5 |
| Does not meet expectations | | Meets expectations | | Exceeds expectations |

C. Research : Student demonstrates the ability to conduct independent research in his/her field; is able to develop and delimit a research question, to conduct a systematic investigation of the question, to present/evaluate the research according to standard models of analysis and argumentation.

| | | | | |
|-------------------------------|---|-----------------------|---|-------------------------|
| 1 | 2 | 3 | 4 | 5 |
| Does not meet expectations | | Meets expectations | | Exceeds expectations |

D. Skills : When relevant, student can perform professional skills tied to the specific professional area of study, such as translation, interpreting, foreign language acquisition and pedagogy (e.g., students are able to translate/interpret accurately in a wide variety of domains, localize, keep terminology logs; students are able to teach a foreign language).

| | | | | |
|-------------------------------|---|-----------------------|---|-------------------------|
| 1 | 2 | 3 | 4 | 5 |
| Does not meet expectations | | Meets expectations | | Exceeds expectations |

APPENDIX I: EXIT INTERVIEW**MALLT Exit Interview**

| | |
|----------------------------------------------------|--|
| NAME | |
| ADDRESS (forwarding or parents' address) | |
| PHONE (forwarding/parents' phone) | |
| E-MAIL (all e-mails) | |
| Previous or present employer | |
| Date of graduation | |
| Date of comprehensive exams | |
| Major Professor | |

| |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Why did you enter the MALLT program? Did your career goals change while you were in MALLT? |
| |
| Did you participate in any professional activities (such as colloquia, conferences, internships, meetings and workshops) while a student? Please describe. |
| |
| What are your career plans now? Do you plan to seek a higher degree? Please explain. |
| |

We wish you well and look forward to hearing from you by:

E-MAIL or **MAIL** to your Graduate Advisor,
University of Wisconsin-Milwaukee, P.O. Box 413, Milwaukee 53201

PLEASE KEEP IN TOUCH AND LET US KNOW WHAT YOU ARE DOING PROFESSIONALLY.

APPENDIX J:

Master of Arts in Language, Literature, and Translation Program Evaluation Form – Completion of Comprehensive Exams

This form is designed to allow you to evaluate your experiences as a student in the MALLT program. Your responses are of real importance to us in our efforts to make the program responsive to changing student needs. Please take the time to respond as specifically as you can to the questions below. **Please note that on the scales below, 1 is the lowest rating and 5 is the highest.**

I. Courses

1. Core Seminars

Core seminars are designed to introduce you to theoretical concerns and research methods in the various fields related to the study of world languages, literatures, linguistics, and translation. To what extent did they meet this objective? Were they useful in preparing you for the work you undertook in your concentration?

Please rate them on a scale of 1-5 (lowest-highest)

1. Name of seminar: _____

Objective: 1 2 3 4 5

Usefulness: 1 2 3 4 5

2. Name of seminar: _____

Objective: 1 2 3 4 5

Usefulness: 1 2 3 4 5

How did they broaden your perspective on languages, literatures, and/or linguistics?

2. Courses in the concentration & related courses

What was your concentration? _____

In what areas did you take related courses? _____

Were you satisfied with the number and nature of graduate courses offered? Y N

To what extent did these courses allow you to explore your interests? / To what extent did they encourage you to expand your horizons?

If you were in the combined MALLT/MLIS program, please tell us about your experiences. Did this program meet your needs?

Met my needs: 1 2 3 4 5

Comments:

Was the coordination of the two areas of study successful?

Coordination: 1 2 3 4 5

Why or why not?

2. *Pedagogy emphasis with the School of Education*

If you took courses in the School of Education, please tell us about your experience.

Did these courses meet your needs?

Met my needs: 1 2 3 4 5

Was the coordination of MALLT and SOE successful?

Coordination: 1 2 3 4 5

Why or why not?

V. Language, Literature, and Linguistics Colloquia

The colloquia are designed to broaden your familiarity with various subject areas in languages, literatures, and linguistics outside of your particular concentration.

Did you attend colloquia during your years in the MALLT Program? Y N

Why or why not?

Did they meet the objective of broadening your familiarity with subject areas outside your concentration?

Broadening experience: 1 2 3 4 5

Did you make a presentation at a colloquium? Y N

If so, please comment on your experience.

VI. Overall Satisfaction and Experiences

1. Did the program as a whole meet your expectations?

Met my expectations: 1 2 3 4 5

Why or why not?

2. Are there particular aspects of the program that you believe need revision? What are they and how could they be improved?

3. Is there anything else you would like us to know about your experiences in the program?

Thank you very much for taking the time to fill out this evaluation. Your comments and suggestions will help us improve the program.

Please stay in touch and send news about yourself regularly to your Graduate Advisor.