# Spanish Major and Minor Requirements

## Major = 33 Hours

- **24 credits at 300 level or above**
- At least two 400-level courses
- Majors must take at least one **Linguistics Course**
  - SP 325 Intro to Hispanic Linguistics
  - SP 375 Spanish Pronunciation
  - SP 380 Structure of Spanish
  - SP 385 Intro to Varieties of Spanish
  - SP 405 Spanish Sociolinguistics
  - SP 410 Communication Skills in Spanish
  - SP 415 Spanish in the USA
  - SP 425 Phonetics of the Spanish Language
  - SP 435 Spanish Dialectology
  - SP 445 Topics in Hispanic Linguistics
  - SP 455 Spanish 2nd Language Acquisition
  - SP 465 Bilingualism in Hispanic World
  - SP 485 History of the Spanish Language

## Minor = 21 Hours

- **12 credits at 300 level or above**
- At least one course from SP 325 - 499
- For students declaring minor 2014 onward

## Placement Requirements

- **Placement at 300 level**: eligible for 9 200-level credits
- **Placement in 204**: eligible for 6 200-level credits
- **Complete 2 300-level courses (in your exam’s language)** with a "C-" or above, then visit: butler.edu/mllc/credits

Placement exam results are valid for 3 semesters. To request a new exam, visit: butler.edu/mllc/exam

## Core Requirements

- **4 or 5 on Language Test**: receive 3 300-level credits + eligible for BLPC (at left)
- **WAC Requirement**: Eligible courses satisfy Butler Writing Across Curriculum requirement if completed during junior or senior year.
- **AP Exam**: 4 or 5 on Language Test
- **For Core Curriculum requirements, visit butler.edu/core**

## BUTLER LANGUAGE PLACEMENT CREDITS (BLPC)

- Placement at 300 level: eligible for 9 200-level credits
- Placement in 204: eligible for 6 200-level credits

Complete 2 300-level courses (in your exam’s language) with a "C-" or above, then visit: butler.edu/mllc/credits. BLPC apply toward major/minor only.

## BUTLER ONLINE

- **All online BU language courses receive full credit toward major/minor. No limit on number of courses.**

## GHS EXEMPTION

- Complete 9+ credit hours abroad in MLLC-approved courses and one GHS course can be waived.

## T&I EXEMPTION

- Complete 3 300+ level eligible MLLC courses and your T&I course can be waived.

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ALL COURSES TAKEN AT OTHER INSTITUTIONS (U.S., ABROAD, OR ONLINE) MUST BE APPROVED FOR LANGUAGE TRANSFER CREDIT BY THE MODERN LANGUAGES DEPARTMENT CHAIR. 1. These include courses taken through the Indianapolis-area Consortium [butler.edu/registrar/registration/urban-education]. 2. Only one online course from outside Butler may be counted toward any language purpose. 3. Must receive "C-" or above.)

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**FOR STUDENTS DECLARING MINOR 2014 ONWARD**

DEPARTMENT OF MODERN LANGUAGES, LITERATURES & CULTURES

butler.edu/mllc
SP 101, Beginning Spanish I: The first course in Spanish. Focus is on developing the four skills of language acquisition: listening, speaking, reading, and writing. Although learning grammar is an important part of the process, it will be used around everyday situations and pragmatics. Prerequisites: No previous Spanish instruction. Permission granted upon personal interview with the department chair. (U)/4. Annually, term varies.

SP 102, Beginning Spanish II: This is the second course in the basic Spanish language sequence. The course continues to develop basic communicative skills in listening, speaking, reading, and writing at a more complex level. Prerequisites: SP 101 or placement test result. (U)/4. Annually, term varies.

SP 203, Intermediate Spanish I: First course in intermediate Spanish. Review of fundamentals, develop intermediate skills in reading, writing, speaking, and listening; building communicative competence and enhancing social and cultural awareness of Spanish-speaking world. Prerequisite: one year of college Spanish or SP 102 or placement exam result. (U). (3). Annually, term varies.

SP 204, Intermediate Spanish II: Second course in intermediate Spanish. Review of fundamentals; continue developing competence and enhance social and cultural awareness of the Spanish-speaking world. Prerequisite: SP 203, or placement exam result. (U)/3. Annually, term varies.

SP 300, Grammar in Context: Study of grammatical structures to master language at intermediate/advanced level. Students review, reinforce, and practice grammar within contextual framework so as to build vocabulary, read cultural texts, and create written material to see the interaction of language skills. Prerequisite: Two years of college Spanish or placement at the 300 level. (U)/3. Annually, term varies.

SP 305, Spanish for Oral Communication: Practice in oral Spanish to increase fluency through activities and discussion. Intensive controlled conversation and the facilitation of debates and group discussions in relation to audiovisual materials and cultural readings. Prerequisite: Two years of college Spanish or placement at the 300 level. (U)/3. Annually, term varies.

SP 310, Spanish for Written Communication: Writing in Spanish; facilitate expression of ideas; review of grammatical structures. Analysis: writing styles and writing process; guided correction to enhance self-evaluation and improvement of writing skills; developing a good thesis; adapting content to reader. Prerequisite: Two years of college Spanish or placement at the 300 level. (U)/3. Annually, term varies.

SP 315, Spanish for Business: Introduction to the Hispanic business world and examination of its structures, institutions, procedures, and terminology. Prerequisite: Two years of college Spanish or placement at the 300 level. (U)/3. Occasionally.

SP 320S, Service Learning in Spanish: Increase students’ fluency in Spanish; encourage them to frame their community experience in meaningful ways. Class components: supervised volunteer tutoring (24 hours/semester) and weekly class meetings to discuss Latino Immigration. Prerequisites: 300-level placement, or 305 and 310 preferred. (U)/3. Annually, term varies.

SP 325, Intro to Hispanic Linguistics: Overview of the History, Phonetics, Syntax, Acquisition, and Language Variation of the Spanish language (theories, analysis, and applications). Prerequisite: Two years of college Spanish or placement at the 300-level. The department faculty strongly advise students enrolling in this course to have completed one 300-level skills course. (U)/3. Annually, term varies.

SP 330, Themes in Hispanic Studies: Selected themes within the literature and culture of one or more Spanish-speaking countries. Course may be repeated with each different topic. Prerequisites: Two years of college Spanish or equivalent or placement at the 300 level. The department faculty strongly advise students enrolling in this course to have completed one 300-level skills course. (U)/3. Occasionally.

SP 335, Spain — Middle Ages to 1700: Use of selected reading and audio-visual materials to study the history, literature, and arts of Spain from the Middle Ages through the 17th century. Prerequisite: two years of college Spanish or placement at the 300 level. The department faculty strongly advise students enrolling in this course to have completed one 300-level skills course. (U)/3. Occasionally.

SP 340, Spain — 1700 to present: Use of selected reading and audio-visual materials to study the history, literature, and arts of Spain from the 18th century to the present. Prerequisite: two years of college Spanish or placement at the 300 level. The department faculty strongly advise students enrolling in this course to have completed one 300-level skills course. (U)/3. Occasionally.

SP 345, Analysis of Literary Genres: Panoramic view of major and minor literary works of various genres across different time periods and geographical areas of the Hispanic World. Prerequisite: two years of college Spanish or placement at the 300 level. The department faculty strongly advise students enrolling in this course to have completed one 300-level skills course. (U)/3. Occasionally.

SP 350, Spanish-American Culture — Mexico, Central America, Caribbean: Geographically-oriented approach to the study of the historical events, literary and cultural artifacts, and individual nations shaped and defined the countries of Spanish Mexico and selected countries from Central America and the Caribbean. Prerequisite: two years of college Spanish or placement at the 300 level. (U)/3. Occasionally.

SP 355, Spanish-American Culture — Southern Cone, Andean Countries: The study of historical events, and the literary and cultural productions of the Southern Cone and Andean countries. Prerequisite: Two years of college Spanish or placement at the 300 level. The department faculty strongly advise students enrolling in this course to have completed one 300-level skills course. (U)/3. Occasionally.

SP 360, Hispanic Film: Approach to Hispanic cultures through film and visual presentations. Themes for analyses, discussions, and papers vary according to films chosen. Prerequisite: two years of college Spanish or equivalent or placement at the 300 level. The department faculty strongly advise students enrolling in this course to have completed one 300-level skills course. (U)/3. Occasionally.

SP 365, Hispanic Short Story: Study of selected stories by Spanish and Latin American authors. Prerequisite: two years of college Spanish or placement at the 300 level. The department faculty strongly advise students enrolling in this course to have completed one 300-level skills course. (U)/3. Occasionally.

SP 370, Topics — Contemporary Hispanic Societies: A study of the contemporary societies of one or more countries of Latin America, of Spain, and/or the Latin minority in the United States. This course may be repeated with each different area studied. Prerequisite: two years of college Spanish or equivalent or placement on the 300 level. The department faculty strongly advise students enrolling in this course to have completed one 300-level skills course. (U)/3. Occasionally.

SP 375, Spanish Pronunciation: This course introduces the sounds of Spanish in order to achieve a near native-like pronunciation. It covers theory and practice. Prerequisite: three years of Spanish or equivalent. The department faculty strongly advise students enrolling in this course to have completed one 300-level skills course. (U)/3. Occasionally.

SP 380, Structure of Spanish: The study of Spanish words and their internal structure as well as an overview of perspectives gained from the X-bar theory to study Spanish word order, semantic roles, constituents, clause structure, grammatical judgments, and so on. Prerequisite: Three years of Spanish or equivalent. The department faculty strongly advise students enrolling in this course to have completed one 300-level skills course. (U)/3. Occasionally.

SP 385, Intro to Varieties of Spanish: This is an introductory course of Spanish regional variation. We will study the divergent linguistic features of the largest regions of Spain and Latin America (pronunciation, grammar, idioms, slang, linguistic and cultural stereotypes, etc.). Prerequisite: three years of Spanish or equivalent. The department faculty strongly advise students enrolling in this course to have completed one 300-level skills course. (U)/3. Occasionally.

SP 400, Internship: A supervised work experience in business, government, media or other institutions in a Spanish-speaking country as a part of a year or semester study abroad program or in bilingual settings in the United States. Prerequisite: acceptance into the program and permission of the department chair. (U)/G/3. Occasionally.
SP 405, Spanish Sociolinguistics: This course is an introduction to sociolinguistic variation in the Hispanic world. We will study some of the factors of linguistic maintenance and shift in Spanish (the role of gender, age, education, attitudes, etc.). Prerequisite: three years of college Spanish or equivalent. (U/G)(3). Occasionally.

SP 410, Topics — Communication Skills in Spanish: In this course, we will study some aspects of 20th and 21st Century Spanish. Topics vary. Course may be repeated with a different topic. Prerequisite: three years of college Spanish or equivalent. (U/G)(3). Occasionally.

SP 415, Spanish in the USA: We will study the history, development and current state of Spanish and its speakers in the USA, including the linguistic characteristics of the Spanish varieties spoken in the USA. Prerequisite: three years of college Spanish or equivalent. (U)(3). Occasionally.

SP 420, Topics — Golden Age of Spain: Exploration of the 16th and 17th centuries through literature, history, and/or artistic expression. Course may be repeated with each different topic. Prerequisite: three years of college Spanish or equivalent. (U/G)(3). Occasionally.

Sample Topic: Madrid was an exciting place to be in the early 1600s and theater played a central role in this Renaissance society. We will focus on five different plays from the period, focusing on the new developments in Spanish theater: the女主角 and the comedy of the period. We will also discuss the changes in the way people defined themselves as individuals and how these changes are reflected in these dramatic texts. Interlocking issues of identity, including class, gender, race, and sexuality, will be germane to these discussions.

SP 425, Phonetics of the Spanish Language: Introduction to the sounds of Spanish, native speaker pronunciation, recognition of Spanish main dialects and English phonetic contrasts. Prerequisite: three years of college Spanish or equivalent. (U/G)(3). Occasionally.

SP 430, Topics — 18th and 19th Century Spain: Study of historical, literary, and/or artistic aspects of the period. Course may be repeated with each different topic. Prerequisite: three years of college Spanish or equivalent. (U/G)(3). Occasionally.

Sample Topic: Crime and Mystery in Latin American Literature. From the fantastic fiction to the hard-boiled detective literature, this seminar will study short stories, novels, and even television adaptations of Latin American literature. We will discuss the varying types of crime fiction, including the noir thriller, the psychological thriller, and other more current developments in this genre, to make inquiries about notions such as: mystery, cruelty, justice, violence, forensic practice, homicide, corruption, etc. We will read two short novels and several short stories on the genre, from authors such as J.J. Borges, Silvina Ocampo, A. Bioy Casares, L. Pardura Fuentes, Roberto Bolano, and Maria Elvira Bermudez.

SP 450, Topics — Spanish-American Studies: Literary, historical, social, and/or artistic aspects of Spanish-American culture and civilization. Course may be repeated with each different topic. Prerequisite: three years of college Spanish or equivalent. (U/G)(3). Occasionally.

Sample Topic: Bilingualism in the Hispanic World: Introduction to Spanish in contact with other languages (i.e., English, Catalan, Quechua, etc.). We will cover fundamental issues in the study of bilingualism and the social, political, and cultural contexts of Spanish in the US, Spain, and Spanish America. Prerequisite: three years of college Spanish or equivalent. (U/G)(3). Occasionally.

SP 455, Spanish Second Language Acquisition: Overview of second language acquisition theories with particular emphasis on the acquisition of Spanish. Prerequisite: three years of college Spanish or equivalent. (U/G)(3). Occasionally.

Sample Topic: Social Inequality and Language Acquisition: Introduction to the study of language acquisition and the impact of social inequality on language learning. Prerequisite: three years of college Spanish or equivalent. (U/G)(3). Occasionally.

SP 460, Topics — 20th Century Spanish-American Studies: Emphasis on the contemporary cultures of the nations of Spanish America. Through the use of literary texts, historical and social documents, movies, and other audiovisual media, topics will focus on the dynamics of this rapidly developing cultural region. Course may be repeated with each different topic. Prerequisite: three years of college Spanish or equivalent. (U/G)(3). Occasionally.

Sample Topic: For centuries, Latin American cultural imaginaries have been depicted and defined by European influence, providing an idea of the "new world" constituted through Eurocentric paradigms of thought. By revolutionizing the word of letters, literary universalism and the contours of Latin American nations, a group of local writers emerged during the 1950s and 60s. Writers such as Jorge Luis Borges, Mario Vargas Llosa, Alejo Carpentier, among others, created a new literary tradition that challenges the conventional conceptualizations of Latin American cultures by including the voices and faces of the peripheral groups and through an emphasis on the local and autochthonous elements of Latin American idiosyncrasies. During these decades, Latin American literature becomes worldly acknowledged and valued, becoming a point of reference for authors elsewhere. Therefore, in this class, we will examine carefully short stories and novels written by some of the Boom writers looking at particular style and form to delineate issues of national identity, politics and sociocoeconomics that completely redescribed what had been invented by the European mind.

SP 470, Hispanic Culture in the U.S.: Study of a major facet of Hispanic culture, such as the family, the church, bilingual education, migrant experience, or poetry and theater of protest. Materials vary with the topic but may include literary and social documents, videos, movies and television. Course may be repeated with each different topic. Prerequisite: two 300-level courses in Spanish. (U/G)(3). Occasionally.

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SP 485, History of the Spanish Language: In this course we will study the development of Spanish from its Latin roots to present, including historical, social, cultural and linguistic events. Prerequisite: three years of college Spanish or equivalent. (U/G)(3). Occasionally.

SP 490, Seminar: Study of a selected topic in the cultures of Spain and/or Latin America. Themes may deal with literary, social, political, and/or aesthetic concerns of these countries, one nation or a region. Prerequisite: three years of college Spanish or equivalent. (U/G)(3). Occasionally.

SP 491, Independent Study: An opportunity for qualified students to pursue a topic of special interest. Open to majors and minors in Spanish, by permission of the instructor and department chair. Prerequisite: three years of college Spanish or equivalent. (U/G)(1). Annually, term varies.

SP 492, Independent Study: An opportunity for qualified students to pursue a topic of special interest. Open to majors and minors in Spanish, by permission of the instructor and department chair. Prerequisite: three years of college Spanish or equivalent. (U/G)(2). Annually, term varies.

SP 493, Independent Study: An opportunity for qualified students to pursue a topic of special interest. Open to majors and minors in Spanish, by permission of the instructor and department chair. Prerequisite: three years of college Spanish or equivalent. (U/G)(3). Annually, term varies.

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SP 499, Honors Thesis: Open to majors and minors in Spanish by permission of the instructor and department chair. Prerequisite: three years of college Spanish or equivalent. (U)(3). Annually, term varies.

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Departmental Honors in Languages

Students need not complete Butler’s university-wide Honors Program in order to pursue "Departmental Honors" or "Departmental High Honors" for their modern languages major (whether primary or otherwise). However, participation in the university-wide Honors Program is required in order to pursue "Departmental Highest Honors."

HONORS LEVELS OBTAINABLE

Departmental Honors (Base level)
- 3.6 or above GPA within modern languages major

Departmental High Honors
- 3.7 or above GPA within modern languages major, AND ...
- either successful completion of a modern languages portfolio project (guidelines below) OR successful completion of thesis approved by both modern languages advisor AND university-wide Honors Program

Departmental Highest Honors
- requires participation in university-wide Honors Program, AND ...
- 3.8 or above GPA within modern languages major, AND ...
- successful completion of a modern languages portfolio project (guidelines below), AND ...
- successful completion of thesis approved by both modern languages advisor AND university-wide Honors Program

PORTFOLIO CRITERIA FOR "HIGH" AND "HIGHEST" HONORS

For "Departmental High Honors" and "Departmental Highest Honors," students must successfully complete a modern languages department portfolio project and/or write a thesis. Below are the expectations for the portfolio project, which evaluates skills in speaking, reading, writing, listening, and cultural understanding, developed over an undergraduate academic career.

Expected Length and Content:

Department portfolio projects for Honors are expected to be a collection of material and experiential written narrative descriptions of important moments and stages in development throughout the years of language study at Butler. These 'artifacts' and syntheses (in the target language) will serve to demonstrate a clear line of growth and improvement in key components of language study, as well as a careful reflection on the student's own educational development in general.

Length of the project is flexible but the content should guarantee a comprehensive overview of the student's undergraduate experience.

In addition to producing this portfolio narrative collection, students must present their project to a department-chosen panel of faculty in a 20-minute oral forum during the spring semester of the student's senior year. The oral forum will take place in the target language.

The portfolio will contain five sections of written narratives and "artifact" collections based upon the following criteria and examples:

1. SPEAKING

Students should, through their presentation and examples provided, offer evidence of the ability to conduct a sophisticated oral argument on abstract and concrete topics in the target language.

- How have you improved your skills in this area over time?
- Mention specific situational examples (presentations, trips, meetings with native speakers) which demonstrate this improvement.
- Is there a recent oral presentation of which you are particularly proud?
- How did in-class and study abroad experiences help in this area?

EXAMPLES:
- Narrative examples of positive growth or improvement: "After first-year French I could not order wine in a restaurant, but after 300-level I was joking with the waiter about different kinds of caviar." Or, "After 100-level French I had this amazing discussion about communism in Paris with a guy named Jacques."
- Audio/video recording of a 300- or 400-level class presentation.
- Note cards, visuals, and summaries of discussion from presentations.
- Accounts of participation / discussions / contributions in upper-level seminar classes.

2. READING

Students should show evidence of the ability to read extensive and authentic texts with a high degree of understanding.

- What have you read? Which texts have had deeper meaning for you?
- How has your progression in ability been reflected in the types of texts you read in the 200 level to present level?
- How did in-class and study abroad experiences help in this area?

EXAMPLES:
- Offer texts you have read, novels, poetry, newspaper clippings, advertisements, letters, etc.
- Offer summaries of texts you have dealt with and how they have influenced you. For example, after reading Goethe’s Werther, what was your reaction? Emotional? Rational? Intellectual?
- Comment especially on the intellectual influence these texts have had on you.

3. WRITING

Students should be able to structure coherent and sophisticated arguments in the target language. Writing should display sound acquisition of grammatical structures and vocabulary with competent linguistic accuracy.

- How have you improved your skills in this area over time?
- What examples of papers, compositions, essays, and homework assignments could you provide?
- What authentic writing experiences have you been able to accumulate (pen pal, applications, email, web-chat)?

EXAMPLES:
- Compare a composition from SP 204 and a film review of the latest Almodóvar film for your 400-level Spanish Film class. How has your writing changed? Show evidence of improvement and expansion.
- Synthesize your writing experience in a brief narrative. Are you satisfied today with the level attained? How might you continue to improve?

4. LISTENING

Students should demonstrate ability to comprehend spoken utterances of native speakers with little difficulty.

- What contact have you had with real native speakers? Describe the experiences and how your comfort level has changed over time.
Can you now watch a French movie without subtitles? Do you find yourself irritated by those subtitles or hate the dubbed voices of American productions?

Describe your comprehension level of sophisticated auditory samples: i.e. news, DJ talk, songs, university lectures, etc.

**EXAMPLES:**
- A narrative of your comprehension of Spanish news reports about recent elections in Mexico.
- Evaluate your development in understanding from beginning Spanish courses to later upper-division work. (“In Spanish 102 I could fill in the missing verb, today I can complete ideas for my teachers before they finish the sentences”)

5. CULTURAL UNDERSTANDING
Student should demonstrate knowledge of formal and informal aspects of international cultures as well as the ability to think effectively about social, political, ethical, and moral issues.

- What impressions do you have of cultural differences and similarities?
- What particular literary, artistic, historic, cinematic movement/genre have you investigated in greater depth over the course of your career?
- What political, social, economic, religious issues have you encountered, studied, dealt with, discussed at parties or been moved to argue over at any length?

**EXAMPLES:**
- Give a concrete description of a moment in which you felt culturally sophisticated in your field, or in which you felt truly “at home” in the target language.
- What did you not know as a freshman that is in your back pocket today?
- Bring in the 1789 Declaration of the Rights of Man and compare it to your understanding of your own identity or idea of citizenship.
- Tell which German stereotypes are, after your closer inspection, completely untrue or unjustified.

6. SUMMARY AND SYNTHESIS, INTELLECTUAL GROWTH
Students are asked here to synthesize their experiences and comment on their own intellectual growth during their studies.

**EXAMPLES:**
- How has your study of language, literature, and culture enhanced your life and your global appreciation?
- In the film *Dances with Wolves*, the Kevin Costner character experiences a gradual transformation from understanding virtually nothing of the language and the culture of Native Americans, to slowly understanding some things, and finally becoming culturally and linguistically fluent. Would you describe your experience with your language of study in these terms, or would you propose a different analogy which better fits your “transformation”?
- Have you had experiences throughout this language-learning process which you would describe as emblematic (symbolic? metaphorical?) for your development? Why?
- What were some of your motivations in learning this foreign language? Did these change over time? Which things helped you most along the way, and which impeded your progress? Were there things you would have done differently, if you were to go through the program again? Why?

**IMPORTANT**
This portfolio project requires active organization and collection of materials throughout your academic studies at Butler. Keep this project in mind as you complete courses and move on to others.

*Do Not Throw Everything Away!!!*

Discuss with your modern languages advisor how to begin coordinating material collection, completion schedules, and due dates for the project. Be mindful of thesis deadlines dictated by the university-wide Honors Program, the first of which often arrive during the first month of the first semester of your senior year.

If you do not have a modern languages advisor, please see our administrative specialist to be assigned one.

**MODERN LANGUAGE CENTER (MLC)**
The Modern Language Center (MLC, Jordan Hall 391) is a multilingual facility to advocate and support second language and culture acquisition. The MLC includes a comprehensive foreign feature and instructional film collection, a large group viewing area, film viewing stations for individuals, computers, a Smart Board, and gaming systems (DS, Wii, etc.) with games in a variety of languages, etc. In addition to state-of-the-art facilities, the MLC hosts a number of activities designed to promote language and culture learning, including tutor tables, movie nights, and karaoke club. The MLC staff is trained in academic technology and research methodology to support all facets of language learning and teaching at Butler.

**FOR MORE INFORMATION ON MODERN LANGUAGES, LITERATURES & CULTURES (MLLC), VISIT:**
[butler.edu/mllc](butler.edu/mllc)

**FOR MORE INFORMATION ON OUR FACULTY/STAFF TEAM, VISIT:**
[butler.edu/mllc/faculty](butler.edu/mllc/faculty)

**TO APPLY FOR BUTLER LANGUAGE PLACEMENT CREDITS (BLPC), VISIT:**
[butler.edu/mllc/credits](butler.edu/mllc/credits)

**TO REQUEST A PLACEMENT EXAM (RETURNING STUDENTS), VISIT:**
[butler.edu/mllc/exam](butler.edu/mllc/exam)

**FOR MORE INFORMATION ON STUDY ABROAD, VISIT:**
[butler.edu/cge](butler.edu/cge) or [ifesabutler.org](ifesabutler.org) or [isep.org](isep.org)

**FOR MORE INFORMATION ON BUTLER’S UNIVERSITY-WIDE HONORS PROGRAM, VISIT:**
[butler.edu/honors](butler.edu/honors)

**FOR MORE INFORMATION ON BUTLER’S MODERN LANGUAGE CENTER (MLC), VISIT:**
[butler.edu/mlc](butler.edu/mlc)

**FOR FULL BU STUDENT HANDBOOK (“THE BULLETIN”), VISIT:**
[butler.edu/student-handbook](butler.edu/student-handbook)