**MINOR = 21 HOURS**

12 credits at 300 level or above

<table>
<thead>
<tr>
<th>COURSE CATALOG</th>
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<tbody>
<tr>
<td>CN 101 Beginning Chinese 1</td>
<td>4</td>
</tr>
<tr>
<td>CN 102 Beginning Chinese 2</td>
<td>4</td>
</tr>
<tr>
<td>CN 203 Intermediate Chinese 1</td>
<td>4</td>
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<tr>
<td>CN 204 Intermediate Chinese 2</td>
<td>4</td>
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<tr>
<td>CN 300 Chinese for Oral Communication</td>
<td>3</td>
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<tr>
<td>CN 305 Advanced Chinese 1</td>
<td>3</td>
</tr>
<tr>
<td>CN 306 Advanced Chinese 2</td>
<td>3</td>
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<tr>
<td>CN 370 Summer Chinese Language and Culture Programs</td>
<td>3</td>
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<tr>
<td>CN 491 Independent Study</td>
<td>1</td>
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<tr>
<td>CN 492 Independent Study</td>
<td>2</td>
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<tr>
<td>CN 493 Independent Study</td>
<td>3</td>
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<tr>
<td>FL 320 (in English) Chinese Civilization: An overview from the early dynasties through the present</td>
<td>3</td>
</tr>
<tr>
<td>FL 380 (in English) Methods Teaching Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>FL 480 (in English) Topics: Chinese Studies</td>
<td>3</td>
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</tbody>
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### Note:

Students who are interested in majoring in Chinese may do so through our Individualized Major Program. It requires 36 credit hours total.

For more information, please visit: [butler.edu/individualized-majors/program-requirements](http://butler.edu/individualized-majors/program-requirements)

Participation in the Summer Chinese Language and Culture Program is preferred. Each year, students will have the opportunity to participate in IUPUI’s four-week summer program, with three weeks at Sun Yat-sen University in Guangzhou and one week in Beijing and Xi’an. The change of going with a scholarship is high. For more information, please contact our administrative specialist.

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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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**BUTLER LANGUAGE PLACEMENT CREDITS (BLPC)**

<table>
<thead>
<tr>
<th>Placement at 300 level:</th>
<th>eligible for 9 200-level credits</th>
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</thead>
<tbody>
<tr>
<td>Placement in 204:</td>
<td>eligible for 6 200-level credits</td>
</tr>
<tr>
<td>Placement in 203:</td>
<td>eligible for 3 200-level credits</td>
</tr>
</tbody>
</table>

Complete 2 300-level courses (in your exam’s language) with a “C-” or above, then visit: [butler.edu/mllicredits](http://butler.edu/mllicredits). BLPC apply toward major/minor only.

Placement exam results are valid for 3 semesters. To request a new exam, visit: [butler.edu/mllic/exam](http://butler.edu/mllic/exam)

**AP EXAM**

4 or 5: receive 3 300-level credits + eligible for BLPC (at left) toward major/minor

**WAC REQUIREMENT**

Eligible courses satisfy Butler Writing Across Curriculum requirement if completed during junior or senior year.

**CORE REQUIREMENTS**

For Core Curriculum requirements, visit: [butler.edu/core](http://butler.edu/core)

**BLUTER ONLINE**

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

**T&I EXEMPTION**

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

**GHS EXEMPTION**

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


CN 204, Intermediate Chinese 2: Continuing practice in listening, speaking, reading, and writing for communicative skills. Further review of fundamentals. Use of the Language Center. Prerequisite: CN 203, placement by evaluation or the equivalent. (U)(4). Annually, term varies.

CN 300, Chinese for Oral Communication: Oral Mandarin Chinese class to improve students’ spoken language fluency. Intensive class activities include learning audio materials, watching movies, reading texts, class discussion, and presentation. Prerequisite: Two years of college Chinese or placement on the 300 level. (U)(3). Annually, term varies.

CN 305, Advanced Chinese 1: Further develop students’ overall language proficiency and emphasize vocabulary building, consolidation of essential grammatical patterns, and insights into Chinese culture. Use of the language laboratory and videos. Prerequisite: Two years of college Chinese or placement on the 300 level. (U)(3). Annually, term varies.

CN 306, Advanced Chinese 2: Continue to develop students’ overall language proficiency and emphasize vocabulary building, consolidation of essential grammatical patterns, and insights into Chinese culture. Use of the language laboratory and videos. Prerequisite: CN 305, placement by evaluation, or the equivalent. (U)(3). Annually, term varies.

CN 370, Summer Chinese Language and Culture Program: Develop students’ language proficiency and verbal skills, and consolidate grammatical patterns and insights into Chinese culture through classroom instruction and daily one-on-one tutoring and excursions in other cities. Use of the language laboratory and videos. Prerequisite: Two years of college Mandarin Chinese or placement on the 300 level. (U) (6). Occasionally.


FL 320, Chinese Civilization: An overview of Chinese civilization from the early dynasties through the present. This course is taught in English and does not count toward the language requirement. (U)(3). Occasionally.

Sample Topic: This course is designed to introduce Chinese culture in both ancient and modern times. We will approach Chinese history by highlighting philosophical thoughts, literary masterpieces, music, and paintings of the major dynasties. However, more attention will be given to the modern period, in which we will cover such topics as Chinese food and tea cultures, movies, music, business, daily life, politics, literature, and other forms of art and social life. The goal of the course is to help students appreciate Chinese culture from multiple perspectives and cross cultural senses. The class will include lectures, films, discussions, presentations, field trips, response papers, and essays.

FL 380, Methods Teaching Foreign Language: Acquaints students with current methods of teaching foreign languages. Provides opportunities for use of the latest technologies, practical work, and discussion of problems encountered when teaching foreign languages and cultures. Also applicable for teacher certification. (U)(3). Occasionally.

FL 480, Topics — Chinese Studies: Study of a selected topic in the culture of China. Themes may deal with literary, social, political, economic, and/or ethical concerns. Course may be repeated with each different topic. This course is taught in English and does not count toward the language requirement. (U)(3). Occasionally.
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 300-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 The Sorrows of Young 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 Films 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? metaphoric?) 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!!!