MAJOR = 33 HOURS
24 credits at 300 level or above
at least two 400-level courses

MINOR = 21 HOURS
12 credits at 300 level or above

ALL STUDENTS MUST COMPLETE AT LEAST ONE OF THESE SKILLS COURSES

FR 300 Oral and Written Communication SAC*

FR 305 French for Communication: Oral Emphasis

FR 310 French for Communication: Written Emphasis

* = fulfills Speaking Across the Curriculum only when designated

ADDITIONAL OFFERINGS

FR 316 Survey of French Civilization
FR 318 Intro to Francophone Cultures
FR 320 Contemporary French Culture
FR 325 Intro to French Linguistics
FR 330 Translation
FR 335 France: Middle Ages to 1700
FR 340 France: 18th and 19th Century
FR 345 France and the Francophone World: 1900 to Present
FR 415 The French Renaissance
FR 425 17th Century France
FR 435 18th Century France

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FR 345 France and the Francophone World: 1900 to Present
FR 318 Intro to Francophone Cultures
FR 320 Contemporary French Culture
FR 330 Translation
FR 335 France: Middle Ages to 1700
FR 340 France: 18th and 19th Century

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FR 318 Intro to Francophone Cultures
FR 320 Contemporary French Culture
FR 325 Intro to French Linguistics
FR 330 Translation
FR 335 France: Middle Ages to 1700
FR 340 France: 18th and 19th Century
FR 345 France and the Francophone World: 1900 to Present
FR 415 The French Renaissance
FR 425 17th Century France
FR 435 18th Century France

FR 450 19th Century France
FR 465 20th & 21st Century French and Francophone Novels WAC*
FR 475 20th & 21st Century French and Francophone Plays
FR 485 Topics: Francophone Studies WAC*
FR 490 French Seminar
FL 390 Seminar (in English) WAC COUNTS AS 300-LEVEL ELECTIVE TOWARD MAJOR ONLY
FR 401/2/3 Internship in French COUNTS AS 300-LEVEL ELECTIVE
FR 499 Honors Thesis in French COUNTS AS 300-LEVEL ELECTIVE
FL 499 Keystone STRONGLY ENCOURAGED FOR ALL SENIORS. PASS/FAIL. DOES NOT COUNT TOWARD MAJOR/MINOR.

BUTLER LANGUAGE PLACEMENT CREDITS (BLPC)
Placement at 300 level: eligible for 9 200-level credits
Placement in 204: eligible for 6 200-level credits
Placement in 203: eligible for 3 200-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.
Placement exam results are valid for 3 semesters. To request a new exam, visit: butler.edu/mllc/exam

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

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

BUTLER 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+ credits hours abroad in MLLC-approved courses and one GHS course can be waived.

ALL LANGUAGE COURSES TAKEN AT OTHER INSTITUTIONS (U.S., ABROAD, OR ONLINE) MUST BE APPROVED FOR 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 non-Butler, online course may be counted toward any language purpose. 3. Must receive “C-” or above.)
FR 101, Beginning French 1: Development of speaking, listening, reading, and writing skills, and insights into French and Francophone cultures. Prerequisite: No previous formal French instruction. (U)(4). Annually, term varies.


FR 204, Intermediate French 2: Continuation of FR 203. Further review of basics and new grammatical structures and vocabulary. Continued practice in listening, speaking, reading, and writing to develop competence in French. Study of cultural texts. Prerequisite: FR 203 or placement by evaluation or the equivalent. (U)(3). Annually, term varies.

FR 300, Oral and Written Communication: Intensive work on oral and written skills through grammar review, readings, films, discussions, oral presentations, short essays, rewriting, work on pronunciation. Prerequisites: Two years of college French or placement on the 300 level. (U)(3). Annually, term varies.

FR 316, Survey of French Civilization: (formerly FR 342). Study of French civilization from its origins to the present time. Focus will be on the people, the cultural processes, and ideas that have shaped the country. Prerequisite: FR 300 or permission of the department chair. (U)(3). Occasionally.

FR 318, Intro to Francophone Cultures: (formerly FR 335). An introduction to the cultures of the Francophone world. It will introduce students to the historical background, the linguistic characteristics, the literature, music, and cinema of areas with a strong Francophone presence. Prerequisite: FR 300 or permission of the department chair. (U)(3). Occasionally.

FR 320, Contemporary French Culture: Study of contemporary French culture using news media, films, interviews, online newspapers, TV programs in the French language, etc. Prerequisite: FR 316 or FR 318 or permission of the department chair. (U)(3). Annually, term varies.

FR 325, Intro to French Linguistics: Basic elements of French linguistics, phonetics, phonology and stylistics. Prerequisite: FR 316 or FR 318 or permission of the department chair. (U)(3). Occasionally.

FR 335, France — Middle Ages to 1700: A survey of the evolution of France from the Middle Ages to 1700 through the study of literature and other cultural material. Prerequisite: FR 316 or FR 318 or permission of the department chair. (U)(3). Occasionally.

FR 340, France — 18th and 19th Century: Survey of the evolution of France in the 18th and 19th centuries through the study of literature and other cultural material. Prerequisite: FR 316 or FR 318 or permission of the department chair. (U)(3). Occasionally.

FR 345, France and Francophone World — 1900 to Present: A survey of France and the Francophone world in the 20th and 21st centuries through the study of literature and other cultural material. Prerequisite: FR 316 or FR 318 or permission of the department chair. (U)(3). Occasionally.

FR 401, Internship in French: A faculty-supervised work experience in schools, hospitals, not-for-profits, government, media, business, or other institutions. Primary language must be French. May be completed abroad or in the United States. Prerequisites: acceptance into the internship program and permission of the department chair. (U)(1). Occasionally.

FR 402, Internship in French: A faculty-supervised work experience in schools, hospitals, not-for-profits, government, media, business, or other institutions. Primary language must be French. May be completed abroad or in the United States. Prerequisites: acceptance into the internship program and permission of the department chair. (U)(2). Occasionally.

FR 403, Internship in French: A faculty-supervised work experience in schools, hospitals, not-for-profits, government, media, business, or other institutions. Primary language must be French. May be completed abroad or in the United States. Prerequisites: acceptance into the internship program and permission of the department chair. (U)(3). Occasionally.

FR 415, The French Renaissance: Study of the French Renaissance as the beginning of modernity. Focus on prose and poetry. Emphasis on writing, rewriting, and discussion. Also emphasizes continued development of the four language skills: listening, speaking, reading, and writing. Prerequisite: FR 316 or FR 318 or permission of the department chair. (U)(3). Occasionally.

FR 425, 17th Century France: Study of 17th Century France in the context of early modernity. Focus on prose, antiquity of writing, rewriting, and discussion. Also emphasizes continued development of listening, speaking, reading, and writing skills. Prerequisite: FR 316 or FR 318 or permission of the department chair. (U)(3). Occasionally.

FR 435, 18th Century France: Overall view of the French Enlightenment and study of the literary works of the period. Prerequisite: FR 316 or FR 318 or permission of the department chair. (U)(3). Occasionally.

FR 450, 19th Century France: Overall view of the French culture and literature of the 19th century. Study of the significant literary works of the period. Prerequisite: FR 316 or FR 318 or permission of the department chair. (U)(3). Occasionally.


FL 390, Seminar: Study in depth of a selected topic in European, French, German, or Hispanic culture, such as historical or social conditions, individual writers, artists, political figures, or literary genres. (U)(3). Occasionally.

FL 499, Modern Languages Keystone: Integrate. Prepare. Evolve. Completing a Modern Languages degree and not sure what to do with it? In this capstone course, you will polish your online presence (including your foreign language ePortfolio and profiles on professional networking sites), complete an official language assessment, and work with campus resources to create a plan for continued language proficiency while leveraging those language skills in the marketplace. Modern Languages majors and minors with senior standing are strongly encouraged to enroll in this capstone course. Prerequisites: Senior standing in a French, German, Individualized (with language focus), or Spanish major, or senior standing in a Chinese, French, German, or Spanish minor. (U)(3). Fall and spring.

Modern Language Center

The student Modern Language Center (MLC, Jordan Hall 391) is a multilingual facility to advocate for 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.

Events, information sessions, and lectures focusing on language, culture, and social issues are also sponsored by the language center.

The MLC staff is trained in academic technology and research methodology to support all facets of language learning and teaching at Butler, including helping students construct their foreign language ePortfolios.

Study Abroad

Modern Languages Students choose from a wide variety of well-established study abroad options, including a three-week, faculty-led program in Costa Rica; a semester-long, faculty-led program in Spain; summer programs in China coordinated with the Confucius Institute at Indiana University Purdue University Indianapolis; and more than 100 other programs offered by Butler's Center for Global Education, IFSA-Butler (Institute for Study Abroad), ISEP (International Student Exchange Program), and The Alliance for Global Education.

Students receive credit for courses abroad with approval from the department chair.

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 an advisor-chosen panel of faculty in a 30-minute oral forum (with Q&A) during the student’s final 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.
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 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:
- 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.

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 you thought was important to present level?
- 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 impedes 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!!!

As with Independent Studies and Internships, it is your responsibility as the student to approach and secure a full-time faculty member to serve as your Departmental Honors advisor.

Discuss with your advisor material collection, portfolio construction, due dates, and preparation for the oral forum.
MORE INFO ON MODERN LANGUAGES, LITERATURES & CULTURES (MLLC):
  butler.edu/mllc

MORE INFO ON OUR STUDENT MODERN LANGUAGE CENTER (MLC):
  butler.edu/mlc

MORE INFO ON OUR FACULTY/STAFF TEAM:
  butler.edu/mllc/faculty

APPLY FOR BUTLER LANGUAGE PLACEMENT CREDITS (BLPC):
  butler.edu/mllc/credits

REQUEST A PLACEMENT EXAM (CURRENT STUDENTS):
  butler.edu/mllc/exam

MORE INFO ON STUDY ABROAD:
  butler.edu/global-education
  or ifsa-butler.org or isep.org

MORE INFO ON BUTLER’S RESEARCH RESOURCES:
  butler.edu/library

MORE INFO ON BUTLER’S UNIVERSITY-WIDE HONORS PROGRAM:
  butler.edu/honors

CURRENT BUTLER BULLETIN:
  butler.edu/registration-and-records/academic-bulletin-2015-2017

CURRENT STUDENT HANDBOOK:
  butler.edu/student-handbook