## 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
- at least one course from SP 325 - 499

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### MAJORS MUST TAKE AT LEAST ONE SKILLS COURSE

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>SP 300</td>
<td>Spanish Grammar in Context</td>
</tr>
<tr>
<td>SP 305</td>
<td>Spanish for Oral Communication</td>
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<tr>
<td>SP 310</td>
<td>Spanish for Written Communication</td>
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<tr>
<td>SP 315</td>
<td>Spanish for Business</td>
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<tr>
<td>SP 320S</td>
<td>Service Learning in Spanish</td>
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<tr>
<td>SATISFIES</td>
<td>INDIANAPOLIS COMMUNITY REQUIREMENT</td>
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* = fulfills Speaking/Writing Across the Curriculum when designated

### MAJORS MUST TAKE AT LEAST ONE LINGUISTICS COURSE

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<th>Course</th>
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<tbody>
<tr>
<td>SP 325</td>
<td>Intro to Hispanic Linguistics</td>
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<tr>
<td>SP 375</td>
<td>Spanish Pronunciation</td>
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<tr>
<td>SP 380</td>
<td>Structure of Spanish</td>
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<tr>
<td>SP 385</td>
<td>Intro to Varieties of Spanish</td>
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<td>SP 405</td>
<td>Spanish Sociolinguistics</td>
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<td>SP 410</td>
<td>Communication Skills in Spanish</td>
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<td>SP 415</td>
<td>Spanish in the USA</td>
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<tr>
<td>SP 425</td>
<td>Phonetics of the Spanish Language</td>
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<td>SP 435</td>
<td>Spanish Dialectology</td>
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<td>SP 445</td>
<td>Topics in Hispanic Linguistics</td>
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<td>SP 455</td>
<td>Spanish 2nd Language Acquisition</td>
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<tr>
<td>SP 465</td>
<td>Bilingualism in Hispanic World</td>
</tr>
<tr>
<td>SP 485</td>
<td>History of the Spanish Language</td>
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</tbody>
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### MAJORS MUST TAKE AT LEAST TWO CULTURE / LITERATURE COURSES

<table>
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<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>SP 330</td>
<td>Themes in Hispanic Studies</td>
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<tr>
<td>SP 335</td>
<td>Spain: Middle Ages to 1700</td>
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<tr>
<td>SP 340</td>
<td>Spain: 1700 to Present</td>
</tr>
<tr>
<td>SP 345</td>
<td>Analysis of Literary Genres</td>
</tr>
<tr>
<td>SP 350</td>
<td>Spanish American Culture (Mexico, Central America, Caribbean)</td>
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<tr>
<td>SP 355</td>
<td>Spanish American Culture (Southern Cone, Andean countries)</td>
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<tr>
<td>SP 360</td>
<td>Hispanic Film</td>
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<tr>
<td>SP 365</td>
<td>Hispanic Short Story</td>
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<tr>
<td>SP 370</td>
<td>Contemporary Hispanic Societies</td>
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<tr>
<td>SP 420</td>
<td>Golden Age of Spain</td>
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<td>SP 430</td>
<td>18th and 19th Century Spain</td>
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<td>SP 440</td>
<td>Contemporary Spanish Studies</td>
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<td>SP 450</td>
<td>Spanish-American Studies</td>
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<tr>
<td>SP 460</td>
<td>20th Century Spanish-American Studies</td>
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<td>SP 470</td>
<td>Hispanic Culture in the U.S.</td>
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<td>SP 490</td>
<td>Spanish Seminar</td>
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<tr>
<td>FL 390</td>
<td>Seminar (in English)</td>
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<td>COUNTS AS 300-LEVEL ELECTIVE TOWARD MAJOR ONLY</td>
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<tr>
<td>SP 401/2/3</td>
<td>Internship in Spanish</td>
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<td>COUNTS AS 300-LEVEL ELECTIVE</td>
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<tr>
<td>SP 499</td>
<td>Honors Thesis in Spanish</td>
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<tr>
<td>COUNTS AS 300-LEVEL ELECTIVE</td>
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</tbody>
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### 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 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.

### 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&E EXEMPTION

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

### GHS EXEMPTION

Complete 9+ credit hours abroad in approved courses and one GHS 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.)
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 production. Although learning grammar is an important part of the process, it will be used around everyday situations and cultural topics. Prerequisite: 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 communication 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. Further 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. Fulfills Speaking Across the Curriculum (SAC) requirement if section is designated. 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 structured, institutions, procedures, and terminology. Prerequisite: two years of college Spanish or placement at the 300 level. (U)(3). Occasionally.

SP 3205, 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. Fulfills Indianapolis Community Requirement (ICR). Fulfills Writing Across the Curriculum (WAC) requirement if section is designated and completed during third year or above. 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 application). 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 of one or more Spanish-speaking countries. Course may be repeated with each different topic. 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 335, Spain — Middle Ages to 1700: An introduction to pre-modern Spain. We will study some of the most famous paintings in the world (by Picasso, Dalí, Miró, Sorolla, El Greco, Velázquez, etc.) as well as see how world-class architects (Gaudí and Calatrava) have changed the physical environment of Spanish cities with their own innovations. Our chronological approach will begin with prehistoric cave paintings and end with contemporary artists of the 21st century. From Roman aqueducts to Romanesque and Gothic churches, from Arabic palaces and mosques to Jewish synagogues, from the Renaissance and Baroque periods through the Neoclassical, Romantic, Realist, Impressionist, Modernist, Cubist, Surrealist, and Post-Modernist movements, we will examine the important role of art and architecture in the history of Spain and the world.

Sample Topic: ART AND ARCHITECTURE OF SPAIN. Overview of the artistic heritage of Spain. We will study some of the most famous paintings in the world (by Picasso, Dalí, Miró, Sorolla, El Greco, Velázquez, etc.) as well as see how world-class architects (Gaudí and Calatrava) have changed the physical environment of Spanish cities with their own innovations. Our chronological approach will begin with prehistoric cave paintings and end with contemporary artists of the 21st century. From Roman aqueducts to Romanesque and Gothic churches, from Arabic palaces and mosques to Jewish synagogues, from the Renaissance and Baroque periods through the Neoclassical, Romantic, Realist, Impressionist, Modernist, Cubist, Surrealist, and Post-Modernist movements, we will examine the important role of art and architecture in the history of Spain and the world.

Sample Topic: SPANISH TELEVISION MINI-SERIES. We will examine how popular mini-series programs use drama, mystery, adventure, and science fiction to tell stories about Spain’s past to today’s television viewers.

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 350, Spanish-American Culture — Mexico, Central America, Caribbean: Geographically oriented approach to the study of the historical events, literary and cultural artifacts, and individual figures which have 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: 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 representations. 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 Latino society of 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, grammaticality 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 college Spanish or equivalent. The department faculty strongly advise students enrolling in this course to have completed one 300-level skills course. (U)(3). Occasionally.

**Sample Topic:** NEW MOBILITY, NEW LIVES. This course will study the divergent linguistic features of the largest regions of Spain and Latin America (pronunciation, grammar, idioms, slang, linguistic and cultural stereotypes, etc.). We will examine segments of scripts, and view visual adaptations. These materials will be placed within the context of literary criticism and adaptation theory.

**SP 386, Phonetics of the Spanish Language:** Introduction to the sounds of Spanish, native speaker pronunciation, recognition of Spanish main dialects and Spanish-English phonetic contrasts. Prerequisite: three years of college Spanish or equivalent. (U/G)(3). Occasionally.

**Sample Topic:** Spring Break in Mexico. This course will explore the sounds of Spanish, native speaker pronunciation, recognition of Spanish main dialects and Spanish-English phonetic contrasts. Prerequisite: three years of college Spanish or equivalent. (U/G)(3). Occasionally.

**SP 390, topics — 18th and 19th Century Spain:** Study of historical, literary, and 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:** FROM PAGE TO STAGE, SCREEN, AND TV. This course will compare literary readings with their theatrical, cinematic, and televised adaptations, in order to explore how radical reinterpretations of 19th-century Spanish novels for the 21st-century Spanish stage and screen reinterpret classic fiction for a modern audience. We will read one novel and short portions of others, examine segments of scripts, and view visual adaptations. These materials will be placed within the context of literary criticism and adaptation theory.

**SP 391, Spanish Dialectology:** The geography of Spanish in terms of origin, change, dialects, society, contact with other languages, slang, etc. Prerequisite: three years of college Spanish or equivalent. (U/G)(3). Occasionally.

**SP 392, Topics — Contemporary Spanish Studies:** Analysis of aspects of 20th and 21st Century Spain through study of literary, historical, artistic works, and/or the media, offering such topics as the transition from dictatorship to democracy or the role of women and men in contemporary society. Course may be repeated with each different topic. Prerequisite: three years of college Spanish or equivalent. (U/G)(3). Occasionally.

**Sample Topic:** IDENTITY POST-FRANCO. In this course, through the study of literary texts, films, and essays, we will explore questions of both personal and national identity in the particular context social, historical, political, cultural of democratic, post-Franco Spain. We will examine how these cultural artifacts negotiate with prescribed formulas to expand the ways in which Spaniards define themselves in our contemporary moment.

**SP 445, Topics in Hispanic Linguistics:** Study of a selected topic in the field of linguistics (the study of language) from the perspective of Spanish. Themes may deal with phonetics, syntax, morphology, history, semantics, pragmatics, sociolinguistics, linguistics in contact, etc. Prerequisite: three years of college Spanish or equivalent. (U)(3). Occasionally.

**Sample Topic:** SPANISH BILINGUALISM IN THE HISPANIC WORLD. This course is an 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.

**Sample Topic:** VARIETIES OF SPANISH THROUGHOUT SPAIN. The Spanish varieties found in Spain differ on two main levels: (1) the regional variety: (a) the Central-Northern region characterized by Castilian Spanish, (b) the Southern region characterized by Andalusian Spanish, and (c) the islands; and (2) the dialects in contact with other languages, mostly: (a) with Vasque, (b) with Catalan, and (c) with Galician. Such linguistic diversity and cultural richness of the country is the topic of this course, which will benefit students participating in any study abroad program to Spain as well as any student interested in practicing Spanish in a different way, namely, by using the vocabulary and grammar features of the different varieties just mentioned. This course will enrich the viewpoint of Spanish majors and it will ensure they will have a better understanding of the linguistic richness in Spain.

**SP 450, Topics — Spanish-American Studies:** Literary, historical, social, and/or artistic aspects of Spanish-American culture and civilization. Topics will focus on a historical period, literary genre, social theme, or other cultural phenomenon. 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 studies exemplary texts, movies, and artworks produced in Latin American countries and related to crime or mystery. We will cover various 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.L. Borges, Silvia Ocampo, A. Bioy Casares, L. Padura Fuentes, Roberto Bolaño, and María Elvira Bermúdez.

**SP 453, Spanish Second Language Acquisition:** Overview of second language acquisition theories with discussion of empirical studies on the acquisition of Spanish. Practice on research design and the analysis of oral and written production of learners of Spanish. 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:** TAKING BACK IDENTITY. For centuries, Latin American cultural imaginations have been depicted and defined by European intellectuals providing an idea of the "new world" constituted through Eurocentric paradigms of thought. By revolutionizing the word of letters, literary universality 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, among others, created a new literary tradition that challenged previous 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 and cultures of Latin American idiiosyncrasies. During those 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 socioeconomics that completely reshaped what had been invented by the European mind.

**SP 465, 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 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, videocassettes, movies and may be repeated with each different topic. Prerequisite: Two 300-level courses in Spanish. (U/G)(3). Occasionally.

**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.

**Sample Topic: CHICAS RARAS IN SPANISH LITERATURE AND FILM.** One of the great writers of 20th-century Spain, Carmen Martín Gaite, coined the term ‘chica rara’ to open up a space for women who did not follow the heavily gender-coded dictates of Francoist society. The ‘chica rara’ exceeded the assigned role of ‘angel del hogar’ and sought self-realization through critical reflection, existential loneliness, and the struggle for a place of her own*. Several mid-century novels feature chica rara protagonists (most famously Andrea in Carmen Lambert’s Nadia) and the discursive rendering of her figure reverberates through a variety of genres and disciplines including short story, essay, film, poetry, history, novel, and journalism. (* = Reference to Virginia Woolf’s famous 1929 essay about women and writing, “A Room of One’s Own”)

**Sample Topic: THE ROLE OF SPORTS IN THE CONSTRUCTION OF GENDER, SEXUALITY, AND NATIONAL IDENTITY IN THE HISPANIC WORLD.** In this course, we will explore how sports have traditionally articulated ideas of gender, sexuality, race and ethnicity conforming to the norm, and thus rendering an exclusive sense of national identity. As we’ll see, although conceived as part of leisure time and enjoyment, sports have been significant in their role to articulate a politics of conservative ideology, to determine which bodies are adequate or not in society, and to reaffirm heteronormativity. We will analyze sports in Precolombian cultures, and the Basque Country, along with the evolution of soccer and baseball in Spain, Latin America and the Caribbean.

**SP 499, Honors Thesis:** As needed. (U/G)(3). Fall, spring, and summer.

**FL 390, Spanish-focused Seminar:** IN ENGLISH. Study in depth of a selected topic in European or Hispanic culture, such as historical or social conditions, individual writers, artists, political figures, or literary movements. Prerequisites: Major toward minor only, not minor. (U/I)(3). Occasionally.

**FL 499, Modern Languages Keystone:** IN ENGLISH. Integrate. Prepare. Evolve. Completing a Modern Languages degree and not 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. Pass/fail. Does not count toward major nor minor. (U/I)(1). Fall and spring.

**Pharmacy Medical Spanish Courses**

The Department of Modern Languages will accept up to six credit hours of College of Pharmacy and Health Sciences (COPHS) 300-level medical Spanish coursework toward completion of a Spanish major, or three 300-level credit hours toward a Spanish minor.

Those credits — from RX 617, RX 619, and the RX 6xx Medical Spanish Language Immersion Trip to Mexico (when designated as such) — are recognized as 300-level Skills Elective credits.

**RX 615, Introduction to Medical Spanish:** 200 LEVEL. The Introductory Medical Spanish course is designed specifically for pharmacy students, but is open to all. The course will give the students the opportunity to become comfortable with conversational Spanish and medical terminology in various pharmacetical contexts, illnesses and medical conditions in the health care system. In this course, we will also approach the usage of daily Spanish language utilized by the professionals of this field. Prerequisites: SP 204, or permission of the instructor. (U/I)(3). Annually.

**RX 617, Advanced Medical Spanish:** 300 LEVEL. This course is a continuation of the introductory course. At this advanced level, we continue to learn and practice how to communicate among professionals and patients in different settings as hospitals, clinics, and medical offices. Prerequisites: Completion of RX 615, or permission of the instructor. (U/I)(3). Annually.

**RX 619, Medical Spanish Service Learning:** 300 LEVEL. Supervised volunteer work (25 hours) in a medical clinic where Spanish is spoken as the primary language. Clinic activity is supported by two weekly meetings for discussion, advanced medical vocabulary and grammar. Prerequisites: Completion of 200-level Spanish course, or permission of instructor. Fulfills Indianapolis Community Requirement (ICR). (U/I)(3). Annually.

**RX 611–668 Medical Spanish Language Immersion Trip to Mexico:** 100–300 LEVEL DETERMINED BY COPHS SPANISH COORDINATOR IN CONSULTATION WITH ON-SITE SUPERVISOR, UPON COMPLETION OF THE TRIP. (U/I)(3). Annually.

Note: RX 6xx APPE rotation with Spanish language emphasis is not accepted toward completion of a Spanish major or minor.

For more information, please contact the COPHS Spanish program coordinator, Instructor Gala Kennedy (Pharmacy Building 404): gkennedy@butler.edu

**Student Modern Language Center**

The student Modern Language Center (MLC, Jordan Hall 391, inside the Modern Languages main office suite) 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.

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.

**Immersive 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), BSEP (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 "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.

- 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 the 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:

- 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, and today I can complete ideas for my teachers before they finish the sentences.”)

5. CULTURAL UNDERSTANDING

Students 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!!

As with 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.