

August 13, 2008

To: Academic Program Review Committee  
From: Genevieve West, Interim Head, Department of Languages and Literature  
Subject: French Minor Program Review

The French Minor provides an important opportunity for students earning majors in other programs to develop additional marketable skills--the ability to speak, write and read French. With the changing global economy, having the ability to communicate in a second language can be crucial to those in customer service, in retail environments, in health care, in law enforcement and in education. In fact, student surveys conducted for this review indicate that employer demands for second language skills were a motivation for earning the French Minor. The program is growing and vital to FSU's mission to prepare students for the professional world.

Further, the courses that emphasize culture support Ferris State University's goal of promoting diversity as they help prepare students for living in a diverse society, for further educational opportunities, and for travel abroad.

I am pleased with the purchase and implementation of the F-Cape for pre testing and post testing. The software program provides a direct assessment tool that will feed back into program revision over the next review cycle.

The French Minor is only three years old, but in order to see enrollments continue to grow, the program must develop informational materials and begin to publicize more aggressively on campus the advantages of a language minor. Increasing enrollments would allow for expanded course offerings and make our program more comparable to those at our neighboring institutions. Such growth will, however, also require an additional faculty member.

In keeping with our vision statement, the program offers "a student-centered" learning opportunity that is both "career- and life-enhancing." The classes are small, and students receive individualized attention from devoted faculty members.

# **French Minor Program Review**

**Submitted August 2008**

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## **Program Review Panel**

**Daniel Noren, Program Coordinator**

**Maryanne Heidemann, Assistant Professor, Languages and Literature**

**John Jablonski, Professor, Languages and Literature**

**Dan deRegnier, Associate Professor, Clinical Lab Sciences**

**Genevieve West, Interim Head, Languages and Literature**

## **Section 1: Program Overview**

The French minor at Ferris State University was approved for implementation in the fall of 2005. It has been staffed by one tenure-track/tenured faculty member, Dr. Daniel Noren, and various adjunct faculty.

Until 2005, Noren had been offering an informal (i.e., unofficial) certificate of completion for work (classes and independent studies) he believed constituted the equivalent of a minor. The certificate, however, did not appear on students' transcripts or on their records—except as course work. Thus, implementation of the minor allows students to earn official credit for the minor and to apply that course work towards the completion of their degrees.

The minor is a straight-forward program of 19 hours that allows students to develop proficiency in reading, speaking, and writing the French language. Because the program is small, there are few electives, and all students earning the minor generally take the same set of courses. Students may take FREN 290/297/390 to supplement their studies.

At this time, the minor has graduated 21 students.

### **A. PROGRAM GOALS:**

- To provide students with oral, written, aural, and reading skills at the intermediate level as defined by the American Council of Teachers of Foreign Languages (ACTFL),
- To provide students a broad understanding of Francophone culture as it appears around the world,
- To introduce students to Francophone history and geography,
- To introduce students to Francophone literary texts,
- To inspire students to further appreciate and study Francophone language and culture.

## **B. PROGRAM VISIBILITY AND DISTINCTIVENESS**

### **Distinctive features of the program**

The French minor allows students to add a foreign language minor to their credentials and encourages them to explore other cultures, both in France itself and in the many Francophone countries in Africa and the Caribbean.

### **The program's ability to attract quality students**

Because we do not offer a major in French, students do not come to Ferris to study the language. Quality students come from those already attending Ferris to study in other areas. Anecdotal evidence suggests many fall into it. Students who take French for general education or to complete the 12 hour language requirement for programs in Arts and Sciences find they enjoy the language and recognize the good teaching of the faculty.

Others who hope to work abroad or in international arenas, or who plan to attend graduate school (where demonstrated language proficiency is often required) opt to continue their course work and earn the minor in order to build their professional credentials.

### **Institutions that are the main competitors for prospective students in this program**

For comparison, we examined our closest institutions: Central Michigan University, Grand Valley University, and Western Michigan University.

The French minor does not really compete with programs at our sister institutions. Central Michigan University, Grand Valley State University and Western Michigan University all offer not only French minors but also majors. A student wishing to major in French would either not enter Ferris in the first place or would have to transfer.

Ferris' French minor fills a vital and distinctive function as an additional qualification for students in programs, for instance, in business or the humanities. As such, it fulfills a valuable service function.

### **Comparison of the programs**

The programs listed above are all more extensive than the FSU program, requiring from 16-20 credits at the 300- or 400-level, while FSU requires 8 credits at the 200-level and 11 upper-level credits.

Because those universities all have majors, student numbers allow them to offer a wider range of courses than we can. While we might wish to increase the number of upper level credits required for a French minor at Ferris, requiring a higher number of credits here would eliminate the possibility of a minor for many students for two reasons: 1) Ferris' majors often require more credits than majors at other institutions and 2) the majority of students of French at Ferris begin at the 100-level, rather than coming in with a considerable background in the language. Thus, they would have difficulty completing the minor, if they did not declare it in their first year (even first semester) of college. Since it is often in the introductory courses that students discover a whole new interest, the number of courses allows them to complete a French minor without disrupting the completion of their major programs.

### **Conclusions drawn from the comparisons that would help to improve the program at Ferris**

Our program would be able to provide students with better preparation by offering a more extensive selection of advanced electives focusing on French literature, Francophone literature and culture, film, etc. if a larger number of students were available and if class size were not a pressing issue.

With current budgetary pressures, being permitted to run small classes seems unlikely.

### **C. PROGRAM RELEVANCE:**

In keeping with Ferris State University's traditional mission of career-oriented education, the French minor serves those who need a second language for professional obligations in business, industry, or health-related professions. Further, in keeping with the growth of other traditional Arts and Sciences programs, the French minor is a valuable accompaniment for students needing language skills for travel or for graduate school. As a French Minor is

common minor at universities, it enhances our attempts to provide liberal arts opportunities and skills in career based curricula. Further, students are also regularly provided study abroad options, which aid in their growth and development as global citizens.

**D. PROGRAM VALUE:**

Student surveys indicate that the program offers a valuable educational opportunity to Ferris students. The students find the minor helpful in at least two ways. First, students appreciate and value that the minor teaches them about Francophone culture. This allows students to become better rounded and prepares them for travel abroad, sometimes years later. Second, students see the minor as providing a skill valuable in seeking employment. Having the ability to speak a second language, they believe will make them more attractive to employers and open doors to positions that would otherwise remain closed.

## **Section 2: Collection of Perceptions**

The survey instruments used to collect the data below can be found in Appendix B.

### **A. GRADUATE FOLLOW UP SURVEY:**

The department sent out surveys to all graduates of the program. Three of those were returned. The return rate is 20%. Although drawing firm conclusions based on three surveys is not wise, student surveys indicate they are satisfied with the program and the quality of instruction.

#### **Student comments:**

##### **What areas of the French Minor need improvement?**

- None
  
- In the higher level French cultural classes, there were many students who just wanted the culture part but not the language part. I think if more courses about French culture and film, perhaps it could interest more people into studying the language as well.

##### **What else would you like to say about the French Minor?**

- Professor Noren really impacted my life. He is an amazing teacher & person. Merci Beaucoup!
  
- Studying French @ FSU has changed my life in more ways than one. It opened the door to me to love to study other languages, and because of that, I took other foreign language classes @ FSU the same time as studying French. It also opened the door for me to take a chance of a lifetime and through FSU and having studied French, I participated in the FSU study abroad in France. It opened my eyes to a whole new world of exciting adventures, expanding my worldly knowledge, and increasing my French vocabulary. Getting firsthand experience of the French and their culture was great, and to bring it back with me to share in my French classes was awesome. I always looked forward to going to French class each week, and if they offered a bachelors in French there is no doubt in my mind if I would of taken it. I would have been the first to sign up. Professor Noren was the best and my favorite professor @ FSU and he did and still continues to do a great job teaching the French courses. Bon Chance!

- Very helpful for traveling abroad. I visited after 2.5 yrs of graduating and still remembered it all.

### **B. EMPLOYER FOLLOWUP SURVEY:**

This minor is not designed to translate directly into a specific job path for students. Thus, an employer survey was not conducted.

### **C. GRADUATE EXIT SURVEY:**

As is the case with other minors without majors attached, the department does not conduct exit surveys with students completing the French minor.

### **D. STUDENT PROGRAM EVALUATION:**

We surveyed students in FREN 101 and 202 for their perceptions of the program. Student surveys for the two sections were not distinctive, thus the results are conflated here.

#### **French Minor APR – Current Students Surveys**

1. *The Ferris French Minor is a good choice/fit for my current major.*

**Strongly Disagree: 4**  
**Somewhat Disagree: 19**  
**Somewhat Agree: 19**  
**Strongly Agree: 12**  
**Not Applicable: 3**

2. *The Ferris French Minor program (French course/courses) has/have enhanced my life and broadened my horizons.*

**Strongly Disagree: 1**  
**Somewhat Disagree: 6**  
**Somewhat Agree: 26**  
**Strongly Agree: 22**  
**Not Applicable: 2**

3. *I attribute certain aspects of my worldview and understanding of our global community to the influences of the French Minor sequence (French course/courses).*



**Strongly Disagree: 1**  
**Somewhat Disagree: 8**  
**Somewhat Agree: 26**  
**Strongly Agree: 17**  
**Not Applicable: 2**

4. *The extra-curricular events and activities, that make up an integral part of taking French courses here leading to the French Minor, have helped me develop a sense of interconnectedness and feelings of good will with and for the Ferris community.*

**Strongly Disagree: 1**  
**Somewhat Disagree: 9**  
**Somewhat Agree: 27**  
**Strongly Agree: 16**  
**Not Applicable: 4**

5. *The many extra-curricular events and activities have increased my appreciation for the French culture and language*

**Strongly Disagree: 1**  
**Somewhat Disagree: 4**  
**Somewhat Agree: 29**  
**Strongly Agree: 22**  
**Not Applicable: 1**

6. *I have decided to pursue graduate studies, and the French Minor will be beneficial to me in this endeavor, and being accepted into a graduate program.*

**Strongly Disagree: 5**  
**Somewhat Disagree: 16**  
**Somewhat Agree: 16**  
**Strongly Agree: 10**  
**Not Applicable: 10**

7. *The French Minor (French course/courses) has/have already benefited me in international travel, or made it possible for me to now plan and actually have the confidence to voyage to France or a francophone country, or region; i.e. Quebec, the Caribbean, and French-Speaking African countries.*

**Strongly Disagree: 4**  
**Somewhat Disagree: 14**  
**Somewhat Agree: 18**  
**Strongly Agree: 12**  
**Not Applicable: 9**

8. *The professor(s) I have/have had in the French Minor Program (French course/courses) make me/have made me feel important, and take/have taken a personal interest in my current and future successes.*

**Strongly Disagree: 2**  
**Somewhat Disagree: 2**  
**Somewhat Agree: 21**  
**Strongly Agree: 31**  
**Not Applicable: 2**

9. *The French Minor Program (French course/courses) has/have instilled in me the necessary confidence to pursue the study, acquisition, and appreciation of a second world language at some point in the future, if I should so choose.*

**Strongly Disagree: 1**  
**Somewhat Disagree: 2**  
**Somewhat Agree: 26**  
**Strongly Agree: 21**  
**Not Applicable: 5**

10. *The French Minor Program (French course/courses) has/have inspired me to continue pursuing French-related events and interests; i.e, viewing French films, and other examples of cultural realia.*

**Strongly Disagree: 1**  
**Somewhat Disagree: 6**  
**Somewhat Agree: 19**  
**Strongly Agree: 26**  
**Not Applicable: 5**

11. *From my current vantage point, I would recommend the French Minor sequence (a French course/courses) to other Ferris students.*

**Strongly Disagree: 1**  
**Somewhat Disagree: 3**  
**Somewhat Agree: 25**  
**Strongly Agree: 21**  
**Not Applicable: 5**

## **Student Comments**

### **What are the strengths of the French minor?**

- Being able to have a job that travels to other countries and being able to communicate.
- Learning Culture & how others like the language.
- Very interactive and group oriented which makes learning fun and well-rounded
- N/A
- Allow me to have more options when applying for jobs.
- More job Opportunities.
- N/A.
- N/A.
- I don't have a French minor.
- ?
- Seems like it would be good for those students studying languages/lit.
- Learning new things & meeting interesting new people.
- Strengths – you can communicate with other French people having another language can help benefit you with a job.
- The help a person become more rounded and cultural.
- Helps you understand the culture and the language.
- The teachers.
- Bilingual ability.
- I feel that a minor in any foreign language is as beneficial.
- It's all good.
- It makes you more internationally available.
- Broad horizon
- N/A.

- N/A.

### **What areas of the French minor need improvement?**

- N/A. Le ne sais pas.
- The program should be a little tougher on students to help them develop greater responsibility and say-initiative.
- N/A.
- None.
- N/A.
- N/A.
- It needs to be slower, not as fast.
- The pace of the 101 class is a bit rough, it would be easier if I weren't taking 19 credits though.
- None.
- So far I've only taken one course, but nothing needs improvement, its fine the way it is.
- The dictee's.
- None that I see.
- None.
- None really the French is good.
- More one on one with students.
- More classes offered per sem.
- Venos.
- N/A.
- N/A.

**Please use this space for any additional comments about the French minor.**

- N/A
- Dan Noren & Madame Hill, are both great teachers. Always brighten the day!
- I love French so much I'm making it my MAJOR!!!
- N.A.
- I would rather have 4 days of class than so much online work.
- I would like to pursue it more, but I'm already a senior don't have time for the minor.
- N/A.

#### **E. FACULTY PERCEPTIONS:**

Surveys were given to faculty within the department of Languages and Literature. The return rate was not particularly good, as only five were returned. The survey instrument appears in Appendix B. The poor response rate may indicate a lack of awareness of the program within the department.

#### Key

A-Excellent (top 5-10%)

B-Good (top 1/3)

C-Acceptable (middle third)

D-Below Expectations (bottom 1/3)

E-Poor (seriously inadequate)

Questions and Answers:

**1. Administrators involved in developing and revising the plan for this program seek and respond to faculty input.**

-4 A's

**2. Written goals for this program state realistic outcomes**

-4 A's

**3. The curriculum is designed to meet the needs of graduates**

-5 A's

**4. I am involved in program evaluation**

-3 A's

**5. Administrative support for the program is**

-3 A's, 2 B's

**6. Library support for the program is**

-2 A's, 1 B, 1 C

**7. I receive adequate support for the professional development**

-3 A's, 1 B

**8. The advisory committee for the program is**

-2 A's, 1 B

**9. Provision for students with disabilities is**

-4 A's

**10. Secretarial support for the program is**

-5 A's

**11. Instructional support for the program is**

-4 A's

**12. The number of faculty assigned to the program is**

-4 A's, 1 B

-need more support for Dan's excellent work. Nell would be a great permanent asset.

**13. The quality of the faculty assigned to the program is**

-1 A+, 4 A's

### **Faculty Comments**

-Very good

### **F. ADVISORY COMMITTEE PERCEPTIONS:**

The French Minor does not have an advisory committee.

## **Section 3: Program Profile**

### **A. PROFILE OF STUDENTS:**

Creating a profile of students in the French Minor is difficult for the simple reason that they come from diverse areas of the university. One might expect them to be Arts and Sciences students, and some are. But many are not. What follows is a breakdown of the majors of current students who have chosen a French Minor:

- Chemistry
- Music Industry Management (2)
- Marketing
- Biotechnology
- Business Administration
- Communication
- New Media—Printing
- Respiratory Care
- Applied Biology
- Pre-Nursing
- Recreation and Leadership Management
- International Business
- Professional Golf Management

Interestingly six of these students bypassed, at a minimum, FREN 101 due to previous courses in the language. As the number of Michigan high school students taking languages increases (due to new graduation requirements), this trend is likely to continue.

### **B. ENROLLMENT:**

Since the creation of the minor, the program has graduated 21 students. Another 16 remain declared minors. Given enrollments at the 300-level for fall 2008, it seems likely that additional students are pursuing the minor without a formal declaration.

Tracking enrollment based on class numbers presents challenges, since the populations of FREN 101, 102, and 201 necessarily include students taking General Education courses,

rather than completing the minor. Thus, numbers in FREN 202 (offering in Spring) and 301 (offered in fall) may provide the best way to gauge health of the program. The table below indicates regular academic year enrollments for those two courses. If 301 is used as the gauge, the numbers indicate a 60% increase in enrollments in upper-division courses for the minor.

Course	Semester	Enrollment
Fall 2008	FREN 301	15*
Spring 2008	FREN 202	13
Fall 2007	FREN 301	0
Spring 2007	FREN 202	0^
Fall 2006	FREN 301	0^
Spring 2006	FREN 202	18
Fall 2005	FREN 301	9

\* As of 29 July 2008.

^ Dan Noren was on sabbatical.

Having Noren away on sabbatical for an entire year of the new program's development proved problematic, since courses could only be offered at the 100-level. Thus, essentially for that year (Fall 06/Spring 07), the only courses offered were for General Education.

### **C. PROGRAM CAPACITY:**

The program is near the limits of capacity with current faculty. Without a full-time adjunct faculty member, we would not be able to staff current courses for General Education and the minor at the same time. The addition of courses at the 300-level or above, or the growth of the program will require an additional tenure-track faculty member who can teach at all levels of the curriculum. Continued growth at the rate of 60% every two years would require an additional faculty member within 4-6 years.



#### **D. RETENTION AND GRADUATION:**

The program has graduated 21 minors. Because of the relative youth of the minor, the small size of the program, and its status as a minor, attrition rates are not available.

Below are graduation rates by semester and year:

Month	Year	Number graduated
May	2005	5
Summer	2005	0
December	2005	2
May	2006	1
Summer	2006	1
December	2006	1
May	2007	7
Summer	2007	1
December	2007	1
January	2008	4

The primary approach to student retention is to promote good advising and good teaching. Anecdotal evidence, student evaluations of faculty and graduation surveys indicate that students respond positively to the program and its faculty.

#### **E. ACCESS:**

One of the challenges of running any small program is managing the rotation of courses so students can complete the program in a timely fashion. Because of the overlap between General Education and the 200-level courses required for the minor, offering 201 and 202 on a regular basis presents fewer challenges. Upper Division courses, i.e. 301, 302, 331, have been offered regularly. However, the year that Noren was on sabbatical presented the greatest problems and substantially decreased enrollments. We are now, for Fall 08, starting to see upper level course enrollments rebound.

One of the advantages of a small program is that we can be and are responsive to student needs. When we need to alter the traditional schedule of offerings to accommodate students'

graduation dates or to offer independent study opportunities, we do so. For instance in the spring of 2008, it became apparent that a number of students needed and wanted to take FREN 201. Typically, that course is offered only in the fall. However, this group of students needed general education courses for graduation or did not want to wait until fall of 08 to enroll. We were able to identify enough students to offer the course out of sequence and, thus, meet students' needs. A substantial list of independent studies offered by Noren is available in his vitae.

#### **F. CURRICULUM:**

Building on General Education courses FREN 101 and 102, the curriculum includes eight hours of intermediate French and eight hours of Advanced French. Students must also take a French Culture course, 331.

The curriculum does not include electives, although students may complete course work through independent studies.

The check sheet for the minor follows in Appendix C.

#### **G. QUALITY OF INSTRUCTION:**

Quality of instruction may be measured in both direct and indirect ways. As the F-Cape will be utilized for the first time in Fall of 2008, and no other organized, program-wide assessment activities have been undertaken, direct measures for quality of instruction do not yet exist.

Indirect measures, such as student evaluations of courses and student surveys conducted for this program review indicate that students believe they are receiving excellent instruction.

When asked about the strengths of the program, students pointed to the faculty:

“The professors,” wrote one student. Another said, “Good teachers. Fun classes. . . .”

Other comments follow:

- Great course, and learned a lot just about the culture and appreciation of the language!  
Thanks!
- Best classes at Ferris.

- Professor Noren really impacted my life. He is an amazing teacher & person. Merci Beaucoup!
- Dan Noren & Madame Hill, are both great teachers. Always brighten the day!

#### **H. COMPOSITION AND QUALITY OF FACULTY:**

The quality of the French faculty is high. The current French faculty members are Dan Noren (tenured) and Nell Hill (adjunct). Their vitas are included in Appendix A. Noren holds a Doctor of Modern Languages as his highest degree, while Hill holds a Master of Education. Both are fluent French speakers.

Noren's credentials are more traditional than Hill's in that her advanced degree is not in French. She has, however, been certified as being an advanced speaker by the Association of College Teachers of Foreign Languages, ACTFL. The graduate degree coupled with her experience teaching high school, her time abroad, and her continuing professional development provide her with credentials appropriate for teaching introductory courses.

Hill's teaching has been at the 100-level. The 200- and 300-level courses are taught by Noren, as is appropriate.

Both Noren and Hill will participate in the Oral Proficiency Instruction (OPI) Certification workshop hosted and funded by the Department of Languages and Literature August 11-15, 2008 on our campus. The four day workshop provides the foundational work for seeking credentials as an OPI tester for students. One of the historical challenges of classroom language instruction has been getting students to speak in the target language. Thus, current language instruction--both for traditional language minors and education minors in languages (i.e., a French Teaching minor, which we do not offer)--emphasizes oral proficiency as well as the ability to read and write in the target language. The department has committed to supporting OPI Certification for all interested modern language faculty, including non-tenure-track faculty. Should Noren and Hill opt to pursue certification, the department will fund their efforts. If they do not pursue certification, the workshop still offers an excellent professional development activity. Further, the workshop offers an excellent program

development opportunity as it provides Noren and Hill the opportunity to revisit their oral proficiency outcomes for their courses and to revise those outcomes as necessary.

Noren and Hill's participation is indicative of their commitment to ongoing professional development and improved teaching.

Growth in the program or an increase in the number of upper-level courses will require an additional faculty member with an advanced degree to teach at the higher levels, as Noren and Hill both sometimes carry overloads in order to staff classes currently offered.

Both Noren and Hill continue to be active in professional activities and conferences. Vitas follow in Appendix A.

#### **I. SERVICE TO NON-MAJORS:**

Any French course at the 100- or 200-level, as well as 331, can be used to earn General Education credit for Cultural Enrichment and Global Consciousness. Thus the 200-level courses that meet the needs of those pursuing a minor in French also serve the needs of students taking the course for General Education, as well. In addition to learning a language, those general education students learn about Francophone cultures around the world, including in the Caribbean, in France and in Africa. Their appreciation for global cultures and cultural differences is expanded.

Study abroad courses in Martinique and France, open to any major, have also provided a particularly powerful experiential learning opportunity to explore another culture, to try new foods, to view art and architecture, to utilize language skills, and to interact with people from diverse backgrounds.

#### **J. DEGREE PROGRAM COST AND PRODUCTIVITY DATA:**

Specific cost data on this program is not available. However, productivity data suggest that the relatively small investment of time to support the minor (as opposed to General Education) is well spent. The program utilizes existing space and equipment. The minor does not require labs, space or materials that are costly, and the minor overlaps with General

Education (Cultural Enrichment and Global Consciousness), thus dispersing some of the costs into General Education

Enrollments in French courses vary from semester to semester. The most recent Productivity Report indicates French faculty members generate an average of 456.65 SCH/FTE.

Below are efficiency numbers for French divided based on lower division and upper division. You will note that the number of classes offered and number of students served dropped significantly in Fall 06-Spring 07, when Noren was on sabbatical leave.

Lower Division

Semester	#of Sections	Seats Available	Seats Filled	Capacity
Spring 2007	3	84	62	74%
Fall 2007	6	168	110	65%
Spring 2008	6	165	109	66%

Upper Division

Semester	# of Sections	Seats Available	Seats Filled	Capacity
Spring 2006	1	23	10	43%
Spring 2007	0	0	0	0
Spring 2008	1	28	17	61%

**K. ASSESSMENT AND EVALUATION:**

In the Fall of 2008, the faculty created agreed upon outcomes for all French courses offered at FSU. Those outcomes are placed on syllabi and used to guide instruction.

The department has just acquired a computer program—F-Cape--that will facilitate additional assessment of students in French classes. It will be used to pre- and post-test students in all French courses and to assess the progress of students in the program. That data will be used to revise the curriculum.

## **ADMINISTRATIVE EFFECTIVENESS:**

### **Adequacy of administrative and clerical support for the program**

The administrative support has been excellent. Previous department head, Dr. Reinhold Hill, and current interim department head, Dr. Genevieve West, have both worked with the program coordinator to insure the best possible offering of courses under the class size restraints. Enrollments in French classes (as is also true for Spanish and German) are high in the earliest courses in the sequence and then smaller in the upper-level courses. The department heads have worked to take into consideration the larger lower-level enrollments and balance them with the smaller upper-level groups. The department's practice of making sure that the French classes are held in smart rooms is also very helpful.

Clerical assistance through Melissa Wilkinson, Debra Vance and previously Gayle Driggers, has been uniformly excellent.

### **Ability of students to take courses they need in a timely manner**

In order to maintain numbers, most upper-level courses are taught on-sequence (the 201's and 301's are taught in the fall; 202's and 302's in the spring). This sometimes presents a problem for students with lockstep check sheets in their majors. Dr. Noren is very accommodating in offering special studies options for these students. He also offers the French culture course (331) online, opening it up to off-campus students in other fields.

## **Section 4: Facilities and equipment**

The French Minor is housed within the Department of Languages and Literature in the Arts and Sciences Commons. The minor utilizes those faculty and administrative offices, as well as copy facilities and other instructional and research resources from the department.

Files for the program are housed in Dr. Noren's office and the main Languages and Literature office in Arts and Sciences Commons.

The minor does not require additional space at this time.

### **A. INSTRUCTIONAL ENVIRONMENT:**

Generally, courses with the FREN prefix are taught in the Starr Building, primarily 216 and 220. In the Department of Languages and Literature, language classes are "roomed" first, meaning they are assigned rooms prior to other disciplines. This allows language classes to be assigned to "Smart" rooms where technology (DVD players, the internet, and visual media) permits faculty to use additional instructional resources, particularly to allow students to hear native speakers.

### **B. COMPUTER ACCESS AND AVAILABILITY:**

The French minor has no dedicated computers.

Faculty utilize existing resources in their offices, FLITE, the Starr classrooms, and computer labs for their needs. The introduction of the F-Cape will additionally utilize computer labs in Starr and Arts and Sciences Commons for pre- and post-testing and assessment.

At this time, no additional computer access is required.

### **C. OTHER INSTRUCTIONAL TECHNOLOGY:**

Current FSU resources provide adequate technology for instruction in the traditional classroom. Courses taught for the minor do not require additional technological resources.

**D. LIBRARY RESOURCES:**

No study of library resources was undertaken for this self-study. French faculty perceptions, however, are that library resources are adequate. One Languages and Literature faculty member—unidentified—indicated on the faculty perception survey that he/she believes library resources are inadequate. The basis for that perception remains unclear. No other survey indicated that perception.



## **Section 5: Conclusions**

### **A. RELATIONSHIP TO FSU MISSION:**

The French minor aligns well with Ferris State University's mission. The minor helps to prepare students for "successful careers" by offering a distinctive minor that distinguishes students in their job searches and provides skills upon which they can build in their careers. The minor also provides the foundation for "lifelong learning." They may build upon those skills professionally or through the pursuit of additional course work in French.

The minor also offers the "broad-based" education promoted in our mission statement. Students learn about Francophone cultures around the world, view Francophone film, and acquire a second language. All of those activities help students discover a world beyond Michigan. Traditionally, degrees in the liberal arts have helped students to broaden their horizons, to better understand the world in which they live, and to understand their place in that world. The French minor provides students all of those opportunities.

### **B. PROGRAM VISIBILITY AND DISTINCTIVENESS:**

The French minor is distinctive at Ferris in that it is one of only two language minors offered by the university. Visibility is difficult to gauge. Little promotion outside of the classroom (i.e., recruiting minors from lower division students enrolled for General Education credit) and Ferris' World Languages Day has been done. Clearly, in order for the number of minors to grow in a national climate of declining enrollment in French courses, more promotional work will be necessary. Publicizing the program to incoming students in the College of Business, the College of Technology, and the College of Arts and Sciences holds the best promise for increasing enrollments. Students in these areas are most likely find the French Minor helpful in their future endeavors—both in their search for employment and in their daily work lives. Developing the web site and a promotional brochure to emphasize links between the minor and career options would be helpful.

**B. PROGRAM VALUE:**

The French minor has proven a valuable educational experience for Ferris students. With the size of our program, we cannot offer the depth or breadth of classes to which students have access while earning a minor at Grand Valley State University, Central Michigan University, or Western Michigan. Nevertheless, our students, by virtue of small classes, individualized attention, devoted faculty, independent study, and study abroad do earn a minor with a solid foundation.

**D. ENROLLMENT:**

Efforts to grow the program and increase visibility offer hope of growing enrollments in upper-level courses. Even without such efforts, enrollments in FREN 301 have increased 60% since the minor was introduced. The program must, however, compete with rising enrollments in Spanish, both at Ferris and across the nation. At the same time, the program may benefit from Michigan's newly implemented requirement that high school students take two years of a foreign language. Students are likely to continue study at the college level in the same language they studied in high school, and French is a popular language among high school students.

**E. CHARACTERISTICS, QUALITY AND EMPLOYABILITY OF STUDENTS:**

Because this is a traditional minor, it is not designed to lead directly to employment. Rather, the minor is a helpful addition to students who study in other areas. It may, however, assist students seeking a graduate degree or those who will work with French speakers. The minor does not lead to fluency, but it does provide students exposure to cultures and issues in the Francophone world, the foundation for further study, proficiency suitable for travel abroad, and functional literacy in the target language.

**F. QUALITY OF CURRICULUM AND INSTRUCTION:**

In comparison to programs at other institutions in our area, the curriculum is limited in terms of the number of upper-division courses available to students. This is in part a function of a small, fledgling program, but it is also a reflection of a minor that is dependent upon one tenure-track faculty member. One faculty member can only develop and teach so many courses. Hill, as an adjunct, fills an important role by teaching the 100-level courses and freeing Noren to teach courses at the 200-level and higher. If enrollment grows, it would be

necessary to hire an additional full-time faculty member and to add courses to the curriculum to increase the depth and breadth of courses available.

**G. COMPOSITION AND QUALITY OF THE FACULTY:**

The composition and quality of the faculty is appropriate for the current size of the program. As stated above, however, growth in numbers will require additional faculty and permit further development of the program.

# **Appendix A**

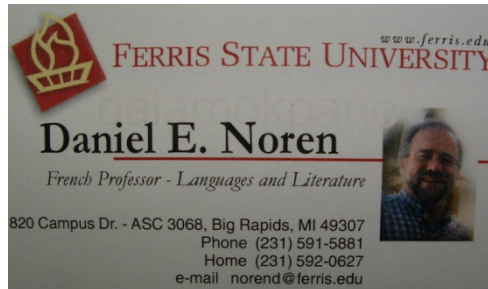
## **Curriculum Vitae**

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# DANIEL E. NOREN

November 20, 2007

**Professor of French**  
**Department of Languages and Literature**  
**Ferris State University**



## Education

**July 8, 1999**-----Dissertation Defense at Middlebury, L'Enseignement de l'Oraliture Francophone dans la Diaspora (The Teaching of Francophone Oral Literature in the Diaspora), 512 pages. Awarded the *Doctor of Modern Languages* Degree, **DML**, at the graduation ceremony on August 13, 1999, Middlebury College, Vermont, U.S.A.

**July, 1984**-----**M.A.** (Maîtrise) in French, University of Wisconsin, Madison, Wisconsin, U.S. A.

**June 1982**-----**B.A.** in French, North Park University, Chicago, Illinois

### Promotions/Awards

Ferris State University **International Educator of the Year Award**, May, 2003  
(one award given annually)

Ferris State University **Distinguished Teacher Award**, May, 2000

Promotion/ **Merit Increase**, April, 2006

Promoted to **Full Professor**. April, 2000

Promoted to **Associate Professor**. April, 1995

The **Tenure Committee** voted affirmatively for my tenure at Ferris State University. November, 1993

Promoted to **Assistant Professor**. June, 1989

Hired at Ferris State College, at the level of **Instructor**. August, 1985

### *Membership in Professional Organizations*

Member of local chapter of **Phi Delta Kappa Education Fraternity** for the past 13 years, positions held as **Historian, Secretary, and Public Relations**, currently **Program Chair and Historian**, **1994-present**

Member of **MAEHE** (Michigan Association for Equity in Higher Education), **1996 – 2000**

Member of MFLA, **Michigan Foreign Language Association**, now MIWLA, **Michigan World Language Association**, since **1997**

Member of AATF, **American Association of Teachers of French**, since **1998**

Member of ACTFL , **American Council on the Teaching of Foreign Languages**, **1996 – to present**

### *Service to Ferris State University*

I have identified the following **twelve** categories of dedicated service, going beyond and above regular teaching responsibilities; and thus noteworthy as meritorious work leading to my next promotion.

- + Originating and Conducting Study-Abroad Programs
  - + Teaching of Independent Studies
  - + Coordinator of the French Minor
  - + Advisor to French Minor students
    - + Curriculum Development
    - + Advisor to French Club
    - + Advisor to Real Life
- + Secretary of the Campus Ministry Committee
- + Guest Lecturer in Ferris Courses outside of my Discipline
  - + Mentoring Faculty
  - + Committee Participation
- + Writing letters of recommendation for students
- + Administering Proficiency Exams for Students

Service to Ferris State University

Service to Ferris State University, Contd.

**Committee Participation**

**2000-2001**

*Global Consciousness Committee*, position held, **Chair**

*Curriculum Committee* , Department of Languages and Literature

*FSU International Advisory Committee*

**2000-2001 Contd.**

*Search Committee for Tenure-Track Spanish Professor position* (replacement for Dr. Manuel Puerta)

*Foreign Language Committee*, Department of Languages and Literature

**2001-2002**

*Global Consciousness Committee*

*FSU International Advisory Committee*, position held, **Chair**

*Foreign Language Committee, Department of Languages and Literature*

**2002 - 2003**

*FSU International Advisory Committee, Position held, **Chair***

*Tenure Review Committee, Department of Languages and Literature*

*Foreign Language Committee, Department of Languages and Literature*

**2003 – 2004**

*FSU International Advisory Committee, position held, **Chair***

*Tenure Review Committee, Department of Languages and Literature*

*Cultural Enrichment Committee, position held, **Chair***

*Curriculum Committee, Department of Languages and Literature*

*Foreign Language Committee, Department of Languages and Literature*

**2004 – 2005**

*FSU International Advisory Committee, position held, **Chair**  
(until November 1<sup>st</sup>, 2004, guiding the committee through a problematic transitional period)*

*Cultural Enrichment Committee,*

*Curriculum Committee , Department of Languages and Literature  
position held , **Co-Chair** with Robert Vonderosten*

*Foreign Language Committee, Department of Languages and Literature*

**2005– 2006**

*Tenure Review Committee, Department of Languages and Literature*

*Library/Historical/Archival Committee*

*Faculty Planning Committee, Department of Languages and Literature*



*Cultural Enrichment Committee*

Member of the *Management Committee and the Board of Directors for Ferris Ministry*, position held, **Secretary**

*Foreign Language Committee*, Department of Languages and Literature

**2006– 2007**

**Sabbatical Leave**

**2007– 2008**

*Tenure Review Committee*, Department of Languages and Literature

*Global Consciousness Committee*, Chair

*Cultural Enrichment Committee*

*Faculty Development Committee*, Department of Languages and Literature

Member of the *Management Committee and the Board of Directors for Ferris Campus Ministry*, position held, **Secretary**

*Foreign Language Committee*, Department of Languages and Literature

### **Administering Proficiency Exams for Students**

Administering and monitoring hour-long French Proficiency Exams, and consulting with students before they take them, often lending them books so that they can study for them. Over the past couple years many of these exams have been given to students who already have had four years of high school French, so they take the proficiency exam for French 201, and can thus go right into French 202. In other instances, the students who take these exams are Ferris students who are not in my classes, who are just seeking credits without having to take the course. I often get Ferris Pharmacy students from Ontario, who have had six years of high school French there, and want to earn credits the fast and inexpensive way. There is often an oral exam component also to these exams, which I also administer. I then have to correct the exams and forward the paperwork (whether the student passed or not) with my signature to the Department Chair and on to the Dean of Arts and Sciences. I administer Proficiency Exams for 2<sup>nd</sup>-Year French, and up to the recent past, **15 to 20 per semester**, from **1985 to 2003**, French 101 and French 102 Proficiency Exams. Though the students pay \$100.00 to take the exams, **I have never been remunerated** for this extra work and responsibility. Since 2003, students seeking

the First-Year French Proficiency Exam credits have been advised to take the standard exam offered by the Ferris Testing Office. I still administer the Intermediate-Level Proficiency Exams.

*Service to Ferris State University, Contd.*

**Writing letters of recommendation for students**

I wrote about 15 regular letters of recommendation for students last year alone, most for employment opportunities upon graduation from Ferris. But one student in particular became a major volunteer project. Derrick Strub, one of my 2<sup>nd</sup> –Year students, and a PGM student wanted to do his Golf internship program in France. I personally translated numerous letters for him, and recommendation letters, work visa applications, phone conversations, faxes, and e-mails with a number of potential golf resorts in France. When we finally found an interested resort in Provence, I then drafted the work contract in French for him. It is no exaggeration to say that I spent nearly **40 hours**, if not more, with this one student alone. He just finished his six-month internship in France in October, 2005, the first PGM student to ever do his internship in France, and had a fantastic experience!

*Service to Ferris State University, Contd.*

**Originating and Conducting Study Abroad Programs**

Directed and guided a group of 11 students on the **5<sup>th</sup> Ferris State University Study Abroad Program to Martinique, May 19 to June 4<sup>th</sup>, 2006**

Directed and guided a group of 12 students on the *Ferris Study Abroad Program in France*, with home stays in Avignon, **May 23 – June 6, 2005**

Directed and guided a group of 5 students on the *Ferris Study Abroad Program in France and Switzerland*, **May 10 – May 25, 2003**

Directed and guided, along with Professor Fred Heck, a group of 13 students and faculty on the *Ferris Study Abroad Program to Martinique*, **Spring Break, March 9 to March 19, 2003**

Directed and guided a group of 10 students and faculty on the *Ferris Study Abroad Program to France and Switzerland*, **May 7 to May 24, 2002**

Directed and guided a group of 11 Ferris alumni on a *Tour of France* through the Ferris Alumni Office, **June 6 to June 17, 2002**

Directed and guided a group of 12 students on the *Ferris Study Abroad Program in Martinique*, **May 10 - May 26, 2001**

Directed and guided a group of 15 students on the *Ferris Study Abroad Program in Martinique*, **May 7– May 26, 2000**

*Service to Ferris State University, Contd.*

**Teaching of Independent Studies**

(taught on a volunteer basis, no remuneration from Ferris)

***French 301*** I conducted French 301, a four-credit course, as an independent study for one student this semester, Tructam Tram. She is a very gifted individual who is pursuing the French Minor, but was unable to take it as a regular class. **Fall, 2007**

***French 102*** I conducted French 102, a four-credit course, as an independent study for one student, Anelise Dantas-Wecker. She is a very gifted individual who wanted to pursue the French Minor, but couldn't fit the regular French 102 class into her schedule. **Winter, 2006**

***French 297, French Film*** I conducted this three-credit course for Melanie Kloian, **Winter Semester, 2006**

***French 297, French Film*** I conducted this three-credit course for one Ferris State University student, Jessica Byers. **Fall, 2005**

***French 297, French and American Cultural Misunderstandings*** I conducted this one-credit course for a student participating in my study abroad program to France, May-June 2005, so she could complete her French minor requirements. **May 22-June 6, 2005**

***French 301***, taught as an Independent Study during Winter Semester, 2004, to accommodate a French Minor student who was not able to fit it into her course of study during Fall Semester, 2004. Since French 301 is only taught officially during Fall semester, I agreed to teach this class so she could finish her French Minor in 2005. **Winter Semester, 2004**

***20<sup>th</sup> Century French Literature***, 2 students, **Winter Semester, 2004**

***French Film***, 1 student, **Winter Semester, 2003**

***French Culture and Civilization***, 1 student, **Fall Semester, 2002**

***Francophone Literature of Central and West Africa***, 1 student, **Winter Semester, 2002**

***French Literature in the Diaspora***, Short stories from Francophone writers around the world; from Africa to Martinique, the Indian Ocean (Seychelles) and Canada (Québec), 2 students, **Fall Semester, 2001**

***French Culture and Civilization***, one student, **Summer, 2001**

***French Film***, 2 students, **Fall, 2000**

### Curriculum Development

Synopsis of curriculum development: I have proposed and passed **seven** \* new courses over the past seven years.

***Literature of the French World, French 280***, passed as a permanent course in **January, 2005**.

I am currently teaching this course through UCEL as a “mixed-delivery” course in Traverse City, Fall Semester, and as an Honors course here on the Ferris campus. Fall, 2007

***French 301*** and ***French 302*** passed as permanent courses in **2004**. I began first working at developing the **French 300** courses in 1990, hoping, even back then to eventually establish a French Minor at Ferris. I even purchased an entire set of instructional French Literature videos, covering the Middle Ages through the 20th Century. Personal funds were used to purchase these videos at the cost of \$525.00. I failed in getting enough students for the third-year program, so taught independent studies to numerous students (between 50 and 60 students) from 1990 to 2002

***French Literature and Film*** Developed and taught this pilot course two times during the Study abroad programs to Martinique from **May 6 to May 27, 2000** (course taught after my last promotion) and **May of 2002**.

\* ***Italian 100*** (Now under Language 107 designation), **Winter, 2003** and ***Japanese 100***, (also under Language 107), **Winter, 2004** It may seem strange that I am taking credit for the creation of these two language classes. Here is my reasoning: they are both based on the ***French 100 for Business and Travel*** class that I first proposed and passed in 1998. Moreover, I prompted and helped both of the instructors of the now designated ***Italian 107***, ***Russian 107*** and ***Japanese 107*** (When Mimi Doyle taught this course for the first time Winter Semester of 2003) at Ferris in their proposals by supplying them with my template and course outcomes statement from ***French 100*** and giving them additional advice in their proposals; spending many hours with them and helping them and advising them on the research of instructional materials for their classes.

***French 390*** Special French culture class (focus on the Provence region of France), researched, proposed, and

passed by the Curriculum Committee. I taught this course for the Study-Abroad program to France, Summer, 2001, and 2002.

*French 331*, The *French Culture and Civilization* course was approved as a permanent course offering in October, 2002. I taught this class in France during Summer Semester, 2003, and as an internet course Summer Semester, 2004, and Summer Semester, 2005.

*Service to Ferris State University, Contd.*

**Advisor to French Minor Students**

French Minor Advisees: Academic year 2004 - 2005

Following is the list of my **advisees**, with whom I have spent many hours in my capacity as the **Originator** and **Coordinator** of the **French Minor** at Ferris State University.

The first group of students are those who I have officially advised over the past two years (since the French Minor was only passed last year, though, in actual fact, I have advised all of them for at least the past three years. In some cases I have advised them for four and five years; since they were intending on getting the *French Minor Equivalency Certificate* during the years before the official French Minor was passed. This first group of students, primarily graduating seniors, completed the **French Minor** in **May of 2005**.

Allward, AnneMarie

Baldauf, Faye

Brattain, Melissa

Cherry, Matthew

Donahue, Melissa

Fisk, Joelene

Grubb, Jessica

Kwarsick, Mandy

Miller, Heather

Moore, Michael

Vesper, Shannon

The **second group**, (also my advisees), who I have advised over the past three years, have completed all the courses through the 2<sup>nd</sup> - Year French sequence, and are currently in the Third-Year sequence, 2005-2006, with the intention of completing the French Minor in May of 2006. They are as follows:

Elizabeth Brugger

Mark Gerencer

Kathy Hitchings

Jean Kagabo

Jiti Mandovia

Victor Martinez

Sarah McPherson

Dana Schinzel

Karl Shangraw

Lauren Schueter

Matthew Schoenherr

The **third group**, (also my advisees), who I advised for two years, finished the Second-Year Sequence in Spring of 2006, and are as follows:

Jennifer Adams

Shannon Benzing

Shannon Bieski

Erika Lynn Bitzinger

Joe Brown

Chizoba Duru

Joel Heiney

Kevin Hobart

Amy McWebb

Oludare Osisanya

Colleen Price

Melissa Randall

Brandy Rauch

Amanda Rix

Larry Steffes

Tructam Tran

Jennelle Voss

Latasha Wallace

Andy Willis

*General Advisor to Arts and Sciences Students*

*Fall Semester 2003,* Eboni Crimes  
Christopher Foight  
Rebecca Ann Neal

*Fall Semester 2004,* Rebecca Ann Neal  
Eboni Crimes

*Winter Semester 2005,* Eboni Crimes  
Monica Tanae Spearman  
Shanon Bieski

*Fall Semester 2005,* Eboni Crimes  
Shanon Bieski

*Service to Ferris State University, Contd.*

**Guest Lecturer in Ferris Courses outside of my Discipline**



**Guest Lecturer** in Mary Kilgallen's **FSUS-100 Class**, on the topic of *Study Abroad*. **November 16, 2005**

**Guest Lecturer** in Mary Kilgallen's **FSUS-100 Class**, on the topic of *Study Abroad*. **October, 2004**

**Guest Lecturer** in two of Professor David Russels' classes on World Literature, on the topic of *African Oral Literature*. **September 21, 2004**

**Guest Lecturer** in Professor Tony Baker's *Global Sociology* class, **July, 2004**

**Guest Lecturer** in Professor David Russel's class on World Literature, on the topic of *African Oral Literature*. **September, 2003**

**Guest Lecturer** in Professor Genevieve West's class on World Literature, on the topic of *African Oral Literature*. **Fall, 2003**

**Guest Lecturer** in Professor Richard Ball's *Global Sociology* class, **Fall Semester, 2003**

**Guest Lecturer** in Professor David Russel's class on World Literature, on the topic of *African Oral Literature*. **September, 2002**

**Guest Lecturer** in Professor Richard Ball's *Global Sociology* class, **January 18, 2001**

**Guest Lecturer** in Professor Richard Ball's *Global Sociology* class, **January 20, 2000**

*Service to Ferris State University, Contd.*

**French Conversation Round Table**

One of the on-going services to the Big Rapids community and Ferris students is the **French Conversation Round Table**. We have met every Friday afternoon, even through the summer as much as possible, from 2:00 to 3:30, off and on over the past six years, and previously. We meet in local establishments like *Java Jack's*, *Peggy's Memory Lane Café*, *Two Sisters*, and we currently meet in *Pepper's*. The group changes from year to year and from semester to semester, and in attendance from around 5 to 15 individuals. Big Rapids residents,

Ferris professors, FSU students and even some Big Rapids High School students have all attended this conversation table at one time or another.

## *Publications*

Over the past six years I have self-published (Craftsmen Press of Big Rapids) five texts that are currently being used in my **French classes** and Professor Nell Hill's French classes at Ferris, and in several **FSUS-100** courses this semester. Hundreds of hours of scholarly research and writing have gone into the production of these texts and the audio CDs, videos, and DVDs that accompany them. Following is a list of books, and workbooks that I have written and produced over the past six years:

***Videos Teaching Francophone Studies***, two videos from approximately 30 hours of footage shot in Martinique during my sabbatical leave. The Television Production Lab of FSU assisted me in producing these videos. Francophone studies and Oral Literature of Martinique with a comparative study of African oral traditions are the principal themes. These videos are being used in my classes at Ferris. The original videos were produced in 1997, and I helped direct the production of a **revised edition of these videos in 2001**.

***Le Français Pour Tous***, French textbook/workbook combination, 212 pages in length, that I have created for my French 101 classes, 600 copies of which were produced at Craftsmen Press of Big Rapids (out of pocket expense), published, January 2001

### ***The Ferris State Experience: Surviving Your First Semester***

A workbook I wrote for establishing more structure in my FSUS-100 courses. A number of Ferris professors who teach FSUS-100 on a regular basis have also adapted my book for their classrooms. The book teaches **study skills, time management, discipline, effects of sleep deprivation, alcohol abuse, manners, benefits of volunteerism, globalization and the**

**importance of becoming a world citizen.** I also spent over a year developing a video that features interviews with eight Ferris professors, and President Eisler, that addresses all the areas covered in the book. I videotaped the professors myself, and Steve Cox did the shoot with President Eisler, and then professionally edited the entire video. Having taught a number of FSUS-100 classes, I decided to produce a series of presentations from some of our Ferris faculty, with the goal of making the class an even more educational experience than it was before. It is a video featuring a number of Ferris professors, with the introductory address by President Eisler. The video was produced for FSUS-100 students, with the goal of helping them succeed at Ferris and to help them connect emotionally and historically to the Ferris State University community, thus increasing retention rates. It features such speakers as Dr. David Pilgirm, Dr. Jim Miller, Dr. Terry Doyle, and Professor Emeritus, Dr. Richard Santer; covering such topics as *Time Management, The Joys of Volunteerism, The Woes of Being a Conversational Minimalist, Racism in our Culture, The Deleterious Effects of Sleep Deprivation, Alcohol Abuse, On Becoming a World Citizen: The Benefits of Study-Abroad*. I had 25 copies of the video originally produced, and have given them to professors who are currently using them to good effect in a number of FSUS -100 classes. It has also been produced in DVD format, a copy of which can be found on page ? of my portfolio. The

workbook can be purchased in the Ferris Bookstore for about \$15.00 (it is being sold at cost of production.) This video production and workbook took from **2001-2003**, with the video being ready for classroom use **Fall of 2004**. Twenty-five videos were copied, and are in the hands of Ferris professors who teach **FSUS-100** courses.

***French Adventures*** (218 pages), French culture book that I began writing and working on while in France during the summer of 2001, and primarily focuses on my four-month *au pair* experience and observations gained by living with and working for a French family in 1982. It has been one of our **French 331** texts for the past three years, published in **August, 2002** (A copy of this book can be found at the very back of my portfolio.)

***Le Français Pour Tous***, Second Edition, French textbook/workbook combination, 159 pages in length, that was created for the French 101 classes at Ferris, **revised and now co-authored** with Professor Nell Hill, **August 2005**

***The History of Oral Traditions in Central Africa***, Admittedly a somewhat presumptuous title, given that the text is only 80 pages in length. I self-published this reader for the professors here at Ferris who teach **World Literature, African Literature, Native American Literature** (some interesting correlations) and **World Sociology**; after having been guest speaker many times in their classes. At this point I am the only one who is currently using this book with my **French 280** course that is being taught in Traverse City to the group of Maritime Academy students. One of the areas of interest that this book addresses is the deleterious effects of French Colonial Administration policies in Central Africa, as well as Francophone Oral Literature, a hybrid literature that came about because of the clashing of two very disparate cultures and civilizations. It was published in April, **2003**

### *Papers and Presentations*

**Department of Languages and Literature Colloquium Series** I gave a presentation to Ferris professors entitled, *Teaching French as an African Language*, detailing my current development of a curriculum that is more diverse in its scope than the traditional French curriculum, incorporating French-African material from my recent sabbatical in Cameroon, STR-131, **11:00-12:00, November 8, 2007**

**Phi Delta Kappa** I gave a presentation to Ferris professors and local educators entitled, *Developing a More Diverse Curriculum*, detailing my current development of a curriculum that is more diverse in its scope than the traditional French curriculum, incorporating French-African material from my recent sabbatical in Cameroon, Osburndale Restaurant, Big Rapids, **7:00-8:00, October 23, 2007**

**AATF (American Association of Teachers of French) of Ohio** I conducted a four-hour workshop to this group about my recent experiences in Cameroon, giving them three DVDs with activities packets, and working with them and demonstrating the teaching of these materials. Mohican Resort, Mohican National Park, Ohio, **1:00-5:00, September 21 -23, 2007**

**AATF (American Association of Teachers of French) Annual Meeting** I conducted a three-hour workshop to this group about my recent experiences in Cameroon, giving them three DVDs with activities packets, and working with them and demonstrating the teaching of these materials. Baton Rouge, Louisiana, **1:00-4:00, July 15, 2007**

**Senior Enrichment Day** I conducted two, one-hour presentations on *Kenya, The Land of Eden* to this group detailing video and pictures from my trip to Kenya this past May. Big Rapids High School, **10:00-12:00, June 14, 2007**

**Distinguished Ferris Professor Series** I gave a presentation to Ferris professors entitled, *Unleashing the Power of PowerPoint*. Following is a brief description of my presentation: *Teaching to the Millennium Generation involves cutting up the plastic (overheads), and converting to their favorite medium; DIGITAL. Professor Noren will demonstrate PowerPoint's many uses in world-language acquisition; from acquiring survival expressions in the target language, to poetry, literature, culture, and various assessment strategies. Possibly some of these innovative methodologies will be transferable to other disciplines.*

Founder's Room, Rankin Center, **12:00-1:00, November 30, 2005**

I conducted a **half-day workshop** to 29 world language teachers from around Michigan, Indiana and Ohio, entitled; *Unleashing the Power of PowerPoint* at the annual MIWLA (*Michigan World Language Association*) conference in Lansing, **8:00 to 11:30, October 20, 2005**

**(brief description of my workshop:** *Unleashing the Power of PowerPoint* is not just a catchy title. This software has been around for awhile, and is a highly effective tool in strategically improving language/world language acquisition. Yet there are still quite a lot of Educators who are not familiar with its many uses. I will demonstrate new vocabulary workups, grammatical exercises and quizzes, animated oral traditions, insertion of audio files and video clips. I will also give out CDs with many PowerPoint projects that can be used in the classroom, or be used as a template for the participant's own activities and projects.)

*Childhood as an Approach to Teaching Francophonie*, given (co-presented with Dr./Sister Jean Faustman of Chestnut Hill College) at the annual meeting of the AATF (**American Association of Teachers of French**), Quebec, Canada, July 7- 10, 2005

*Francophone Oral Literature in Africa and the Caribbean*, given at the annual meeting of the AATF (**American Association of Teachers of French**), Atlanta, Georgia, July 17-22, 2004

*Francophone Oral Literature in the Diaspora*, given at the annual meeting of the AATF (**American Association of Teachers of French**), Martinique, French West Indies, July 3 to 7, 2003

(DESCRIPTION: When teaching our students about Senegal, we can liven up the classroom experience with some not-soon-to-be-forgotten stories of *Leuk le Lievre*, rewritten in a Readers's Theatre format, where the students read/act out the stories. A few Turtle trickster stories from Congo might also be cause for merriment and a student-centered learning module, along with a story or two about *Compère Lapin* from Martinique, taken from Raphaël Confiant's work, *Contes créoles des amériques* All attendees received a CD (with which

to experiment in their own classes) with PowerPoint format vocabulary workups to accompany some sample stories that I have adapted for Reader's Theatre, also on the CD.)

Empowering the Teaching of Folklore with PowerPoint, given for **Ferris State University Children's Literature Conference** at the Holiday Inn, Big Rapids, April 17–18, 2002

Creative Uses of Oral Literature in the Classroom, given for **Ferris State University Children's Literature Conference** at the Holiday Inn, Big Rapids, April 19–20, 2001

Making Francophone Culture Accessible to all Students, given at the annual ACTFL (**American Council on the Teaching of Foreign Languages**) conference, in Boston, MA, November 20-23, 2000

### *Presentations, Conferences and Seminars Attended and Service to the Community and to Ferris*

Attended the annual **ACTFL** conference in Baltimore, Maryland, **November 17 – November 20, 2005**

Attended the annual MFLA (**Michigan Foreign Language Association**) conference in Lansing, and participated in a **four-hour workshop** on strategies for teaching the film Sugarcane Alley (La Rue Case Nègre), based on the novel bearing that title about life in Martinique in the 1930s. **October 21, 2005**

Presented two programs entitled *African Safari* for the **Humanities Council of West Michigan**, at the Big Rapids High School, based on pictures, experiences, and videos that I have had and taken from Kenya, Tanzania, and Congo. **June 16, 2005**

Attended the 15<sup>th</sup> annual **Equity in the Classroom** conference at Western Michigan University in Kalamazoo conference in Lansing, and participated in a four-hour workshop on how to use French music as a tool in the teaching/acquisition of the language. **April 3-5, 2005**

Participated in the **Best Practices in Web-Delivered Instruction, 2005 Spring Learning Institute**, April 22, 2005, 7:45-12:00, Flite Library

Attended the annual MFLA (**Michigan Foreign Language Association**) conference in Lansing, and participated in a **four-hour workshop** on how to use French music as a tool in the teaching/acquisition of the language. **October 28 – 29, 2004**

Presented a program entitled *Images of Africa* for the **Humanities Council of West Michigan**, at the Barryton Public Library, based on pictures, experiences, and videos that I have had and taken from Kenya, Tanzania, and Congo. **August 16, 2004**

Organized and worked at the **France/Martinique Table** for the annual International Festival, sponsored by the Department of International Education. Once again, the French Club also cooked 50 pounds of Beef Burgundy for the occasion. Several students helped out with this and it thus becomes a cultural/educational experience for them. **April 14, 2004**

Attended the annual MFLA (**Michigan Foreign Language Association**) conference in Lansing, **October 23 – 24, 2003**

Organized and hosted the annual ***French Christmas Banquet*** in our home, Big Rapids, for Ferris students, faculty and friends (32 were in attendance). Student winners of the French poetry contest read their winning poems (the banquet was free for all in attendance), and traditional French Christmas carols were sung. **December 5, 2003**

Organized and worked at the **France/Martinique Table** for the annual International Festival, sponsored by the Department of International Education. Once again, the French Club also cooked 50 pounds of Beef Burgundy for the occasion. Several students helped out with this and it thus becomes a cultural/educational experience for them. **April 14, 2003**

Attended the annual ACTFL (**American Council on the Teaching of Foreign Languages**) conference, Salt Lake City, Utah, **November 18 – 22, 2002**

Organized and hosted the annual ***French Christmas Banquet*** in our home, Big Rapids, for Ferris students, faculty and friends (28 were in attendance). Student winners of the French poetry contest read their winning poems (the banquet was free for all in attendance), and traditional French Christmas carols were sung. **December 5, 2002**

Participated in the five-week seminar, ***WebCT: Preparing for your First Semester*** **July 2, 2002 – August 6, 2002**

Organized and worked at the **France/Martinique Table** for the annual International Festival, sponsored by the department of International Education. Once again, the French Club also cooked 50 pounds of Beef Burgundy for the occasion. Several students helped out with this and it thus becomes a cultural/educational experience for them.

**April 14, 2002**

Organized and hosted the annual ***French Christmas Banquet*** at the Holiday Inn, Big Rapids, for Ferris students, faculty and friends (41 were in attendance). Student winners of the French poetry contest read their winning poems (the banquet was free for them), and traditional French Christmas carols were sung. **December 5, 2001**

Attend the annual ACTFL (American Council on the Teaching of Foreign Languages) conference in Washington D.C., **November 23-25, 2001**

Took a group of 8 of my students to the annual MFLA (Michigan Foreign Language Association) conference in Lansing. **October 25-26, 2001**

Organized and worked at the **France/Martinique Table** for the annual International Festival, sponsored by the department of International Education. Once again, the French Club also cooked 50 pounds of *Beef Burgundy* for the occasion. Several students helped out with this and it thus becomes a cultural/educational experience for them. **April 12, 2001**

Organized and hosted the annual ***French Christmas Banquet*** at the Holiday Inn, Big Rapids, for Ferris students, faculty and friends (25 in attendance). Student winners of the French poetry contest read their winning poems (the banquet was free for them), and traditional French Christmas carols were sung.  
**December 2, 2000**

**Featured Speaker/Presenter** for *Pizza with a Professor*, November 23, 2000

**Presented** at the annual ACTFL (American Council on the Teaching of Foreign Languages) conference, *Making Francophone Culture Accessible to all students*, in Boston, MA, **November 20-23, 2000**

Took a group of 6 of my students to the annual MFLA (Michigan Foreign Language Association) conference in Lansing. **October 23, 2000**

Organized and worked at the **France/Martinique Table** for the annual International Festival, sponsored by the department of International Education. The French Club also cooked 50 pounds of Beef Burgundy for the occasion.  
**April 14, 2000**

Organized and hosted the annual ***French Christmas Banquet*** at the Holiday Inn, Big Rapids, for Ferris students, faculty and friends (25 in attendance). Student winners of the French poetry contest

read their winning poems (the banquet was free for them), and traditional French Christmas carols were sung. **December 2, 1999**

Awarded a Timme Grant to attend the annual ACTFL (American Council on the Teaching of Foreign Languages) conference in Dallas, **November 18-22, 1999**

Organized and worked at the **France/Martinique Table** for the annual International Festival, sponsored by the department of International Education.

**April 5, 1999**

Attended the **Technology Round Table Conference** in Washington D.C. with Richard Cochran, Nancy Cooley and Susan Cherry, **March 23-26, 1999**

Attended the conference on **Using African Film in the Humanities and the Foreign Language Classroom**, at Michigan State University, **February 16-22, 1999**



**Nell Rose Hill**  
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### **EDUCATION**

- 8/04 M.Ed., Curriculum and Instruction, Ferris State University, Big Rapids, MI
- 4/94 B.A., French, Music Minor, Brigham Young University, Provo, UT  
Rated Advanced High on the Senior French Oral Proficiency Interview

### **RELEVANT EXPERIENCE**

- 1/05 to pres. French Instructor, Ferris State University, Big Rapids, MI  
Teach French 101 and French 102
- 8/07 to 12/07 French Instructor, Grand Rapids Community College, Grand Rapids, MI  
Taught French 102
- 8/95 to 6/96 French Teacher, Vermillion Catholic High School, Abbeville, LA  
Taught all levels of High School French
- 1/95 to 5/95 French Teacher, St. Thomas Moore Catholic High School, Lafayette, LA  
Taught two sections of High School French II and one section of French I
- 1/93 to 1/94 French Instructor, Missionary Training Center, Provo, UT  
Taught intensive French immersion courses

### **CONFERENCE PRESENTATIONS**

“Picture Book Language,” workshop presentation at the Michigan World Language Association, October 2007.

“Multilingual Dissonance in Third-Language Acquisition,” paper presentation at the National Association for Humanities Education Conference, March 2007. Also presented as part of the Department of Languages and Literature Faculty Colloquium, Ferris State University, April 2007.

“Frogs and Freedom Fries: Hollywood’s Political Activism,” paper presentation at the National Association for Humanities Education Conference, February 2005.

### **RELEVANT COMMUNITY SERVICE**

1/05 to pres. Parent Teacher Organization President, Hillcrest Elementary, Big Rapids, MI

8/03 to 5/04 French Club Coordinator, Hillcrest Elementary, Big Rapids, MI

8/97 to 6/01 Grants Administrator, Columbia Choral Ensemble, Columbia, MO

10/94 to 3/96 Literacy Instructor, The Church of Jesus Christ of LDS, Lafayette, LA  
Taught basic reading and writing to native Creole speakers.

11/90 to 5/92 Representative, The Church of Jesus Christ of LDS, Brussels, Belgium

# **Appendix B**

## **Survey Instruments**

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# **Appendix C**

## **Program Check Sheet**

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## FACULTY PERCEPTIONS OF FRENCH MINOR PROGRAM

Every 6-7 years, the program is required to undergo a review by a college-wide committee. The purpose of this review is to make sure that the program is meeting the needs of its students. As a faculty member in the Department of Languages and Literature, your input is valued. Please write in the appropriate letter next to the corresponding number, reflecting your experiences or belief about the French Minor Program. Feel free to be very candid and honest in your answers.

Please rate each of the following statements using the following scale. If you are unable to answer the statement, just skip it rather than answering:

**A Excellent (top 5-10%)**

**B Good (top 1/3)**

**C Acceptable (middle third)**

**D Below Expectations (bottom 1/3)**

**E Poor (seriously inadequate)**

1. Administrators involved in developing and revising the plan for this program seek and respond to faculty input
2. Written goals for this program state realistic outcomes
3. The curriculum is designed to meet the needs of graduates
4. I am involved in program evaluation
5. Administrative support for the program is
6. Library support for the program is
7. I receive adequate support for professional development
8. The advisory committee for the program is
9. Provision for students with disabilities is
10. Secretarial support for the program is
11. Instructional support staff is
12. The number of faculty assigned to the program is
13. The quality of the faculty assigned to the program is

Please note any comments on the reverse side:

Thank you for your participation.

# *Survey Instrument for Evaluation of the Ferris French Minor/Current and Graduating Students*

**Instructions:** Please circle the appropriate number, or NA, where it applies.

**Scoring:** 5, (Strongly Agree) 4, (Agree) 3, (No Opinion) 2, Disagree, 1  
(Strongly Disagree)

1. The Ferris French Minor is a good choice/fit for my current major.

1      2      3      4      5      NA, (if you are not going to  
minor in French)

2. The Ferris French Minor program (French course/courses) has/have enhanced my life and broadened my horizons.

1      2      3      4      5

3. I attribute certain aspects of my worldview and understanding of our global community to the influences of the French Minor sequence (French course/courses).

1      2      3      4      5

4. The extra-curricular events and activities, that make up an integral part of taking French courses here leading to the French Minor, have helped me develop a sense of inter-connectedness and feelings of good will with and for the Ferris community.

1      2      3      4      5

5. The many extra-curricular events and activities have increased my appreciation for the French culture and language

1      2      3      4      5

6. I have decided to pursue graduate studies, and the French Minor will be beneficial to me in this endeavor, and being accepted into a graduate program.

1      2      3      4      5      NA, (if you are not  
planning to attend  
graduate school)

7. The French Minor (French course/courses) has/have already benefited me in international travel, or made it possible for me to now plan and actually have the confidence to voyage to France or a francophone country, or region; i.e. Quebec, the Caribbean, and French-Speaking African countries.

1      2      3      4      5

8. The professor(s) I have/have had in the French Minor Program (French course/courses) make me/have made me feel important, and take/have taken a personal interest in my current and future successes.

1      2      3      4      5

9. The French Minor Program (French course/courses) has/have instilled in me the necessary confidence to pursue the study, acquisition, and appreciation of a second world language at some point in the future, if I should so choose.

1      2      3      4      5

10. The French Minor Program (French course/courses) has/have contributed to helping me to learn to think in innovative and creative ways.

1      2      3      4      5

11. The French Minor Program (French course/courses) has/have inspired me to continue pursuing French-related events and interests; i.e, viewing French films, and other examples of cultural realia.

1      2      3      4      5

12. From my current vantage point, I would recommend the French Minor sequence (a French course/courses) to other Ferris students.

1      2      3      4      5



**13. What areas of the French Minor sequence need improvement?**

**14. What else would you like to say about the French Minor?**

*Survey Instrument for Graduates of the Ferris State  
University French Minor*

**Name and address of your current employer:** \_\_\_\_\_

**How long have you been employed here?** \_\_\_\_\_

**What is your present position (title)?** \_\_\_\_\_

**Instructions: Please circle the appropriate number.**

**Scoring:** 5, (Strongly Agree) 4, (Agree) 3, (No Opinion) 2, Disagree, 1 (Strongly Disagree)

1. The French Minor has been influential in my career path.

1      2      3      4      5

2. The French Minor has enhanced my life and broadened my horizons.

1      2      3      4      5

3. I attribute certain aspects of my worldview and understanding of our global community to the influences of the French Minor sequence.

1      2      3      4      5

4. In my current employment, I am drawing on my acquired knowledge and **experience** (especially those who participated in one or more of the Ferris Study-Abroad programs) from the French Minor.

1      2      3      4      5

5. I have decided to pursue graduate studies, and the French Minor has proven to be/will be beneficial to me in this endeavor.

1      2      3      4      5

6. The French Minor has benefited me in international travel.

1      2      3      4      5

7. It could be said that the French Minor has helped to place me in a desired minority/special pool of employees/officers (in a bank, etc.)

1      2      3      4      5

8. The French Minor Program has instilled in me the necessary confidence to pursue the study, acquisition, and appreciation of a second world language at some point in the future, if I should so choose.

1      2      3      4      5

9. The French Minor helped me to learn to think in innovative and creative ways.

1      2      3      4      5

10. From my present vantage point, I would recommend the French Minor to current Ferris students.

1      2      3      4      5

**11. What areas of the French Minor need improvement?**

**12. What else would you like to say about the French Minor?**

# ***FRENCH MINOR***

## **FERRIS STATE UNIVERSITY - COLLEGE OF ARTS AND SCIENCES**

**ADVISOR: Dr. Daniel Noren**

**PHONE: (231) 591-5881**

**E-MAIL: norend@ferris.edu CAMPUS ADDRESS: ASC 3068**

### **Why Choose the French Minor?**

A demonstrated fluency in a second language is an asset in any career, whether it is education, health care, business, governmental service, technology, or other fields. The French minor allows students to develop their skills in written and conversational French and also to study the cultures of France and other countries around the world where French is spoken. Study-abroad programs allow students to engage in first-hand experience in study in France, Martinique, Quebec and francophone Africa.

The study of French has already inspired many students to action, enhancing and changing lives in very positive ways. Students from Ferris have gained experience teaching English in France, living with French families while earning a salary. Others have taken appointments with the Peace Corp. while others have set up internships for their majors in French speaking countries, giving them international exposure as they enter the work force.

While all careers are enhanced by knowledge of a second or third language, specific majors at Ferris lend themselves to this intercultural awareness including:

Pharmacy, International Business, Hospitality Management, Criminal Justice, Social Work, Plastics Engineering, Teacher Education, Public Relations, Public Administration, Health Care, HVAC, and building trades.

### **Admission Requirements**

This French minor is open to any student admitted to Ferris State and pursuing a baccalaureate degree. The minor is designed to complement any Ferris major program.

### **Graduation Requirements**

An academic minor may only be awarded upon completion of a baccalaureate degree at Ferris State. This minor requires a minimum of 19 credits with a minimum 2.0 grade average in these courses. Also, 50% of the credits for a minor must be taught by Ferris State University.

#### **Required Courses**

FREN 201	Intermediate French 1	
FREN 202	Intermediate French 2	
FREN 301	Advanced French 1	(FREN 202)
FREN 302	Advanced French 2	(FREN 301)
FREN 331	French Culture	

# MINOR IN FRENCH

NAME \_\_\_\_\_ STUDENT NUMBER \_\_\_\_\_

STUDENT'S COLLEGE: \_\_\_\_\_ B.S./B.A. PROGRAM: \_\_\_\_\_

**Procedures:**

- 1) The student and the advisor for this minor will review and complete the General Requirements and Required Courses sections of this form (Section A).
- 2) Upon completion of Section A, this form will be sent to the department office for approval. The original form will be filed in the appropriate office (either the advisor or the department) and copied for the student. Students in Bachelor of Arts degree programs must also provide a copy of this form to both the B.A. coordinator and their faculty advisor. All deviations from or substitutions for courses listed in this original plan must be approved by the Department Head on official Course Substitution Forms and must accompany this form.
- 3) Upon completion of this minor, the student will notify the advisor of the minor. The department and the advisor will verify that the student has completed the minor and will forward the original form to the College of Arts and Sciences Dean's Office for approval and from there it will be forwarded either to the Registrar's Office (Section B) or to the B.A. coordinator as appropriate.

<b>SECTION A</b>	<b>General Requirements:</b>				
	1) At least 50% of the credits of the minor must be numbered 300 or higher				
	2) At least 50% of the credits of the minor must be Ferris State University credits				
	3) This minor requires a minimum of <u>19</u> credits				
	4) This minor requires a minimum GPA of <u>2.0</u> in these courses.				
	5) A minor will not be entered in the academic record until the student has been certified for a bachelor's degree				
	<b>Required Courses</b>		<b>Credit Hours</b>	<b>Grade</b>	<b>Semester Completed</b>
	FREN 201		4		
	FREN 202		4		
	FREN 301		4		
FREN 302		4			
FREN 331		3			
<b>Signatures</b>				<b>Date</b>	
Student					
Advisor					
Department					

<b>SECTION B</b>	<b>Routing</b> (FOLLOWING COMPLETION OF THE REQUIRED COURSES FOR THE MINOR)		<b>Date</b>
	Department		
	CAS Dean		
	Registrar		

DECLARATION SENT TO RECORDS \_\_\_\_\_

COMPLETION SENT TO RECORDS \_\_\_\_\_

Dear Anne,

June 3, 2008

Bonjour! Comment vas-tu? I hope that you are doing well and life is all that you dreamed it would be after graduation. I would love to hear back from you and find out where your paths have taken you since Ferris State.

Every 6-7 years, the French Minor Program is required to undergo a review by a college-wide committee. The purpose of this review is to make sure that the program is meeting the needs of its students. As a graduate of the Ferris French Minor, your input is highly valued.

Would you be so kind as to fill out this questionnaire, reflecting your experiences or beliefs about the French Minor Program? Feel free to be very candid and honest in your answers.

Bon été!

Amicalement,

-Professeur Noren  
norend@ferris.edu