Richard Nuzzo Retires
by Elizabeth Hanley

To follow Richard Nuzzo’s career at CSN is to track the history of ESL in Southern Nevada. On August 23, 1976, when CSN was called Clark County Community College, Richard Nuzzo’s career at CSN began. During the three decades that followed, he wore many hats in his service to the students, faculty, college, and the Las Vegas community.

At the time that Richard Nuzzo was hired, all ESL classes were under the developmental learning skills umbrella. All developmental classes were individualized which meant that students were given individual instruction in a tutorial setting.

On July 1, 1981, Richard was granted tenure. Beginning on July 1, 1986, he was appointed Coordinator of Developmental studies.

Does English 113 Transfer to All Colleges?
by Elizabeth Hanley

The definitive answer to that question has been elusive. Since ENG 113 is in the domain of the English Department, Dean Rose Hawkins was contacted for information. According to Interim Dean Hawkins, Eng 113 transfers within the Nevada system, and students are not required to take ENG 101 if they have Eng 113. In the case of out-of-state transfers, it has been Dean Hawkins’ experience as chair and dean that whenever a student goes out of state and wants to transfer ENG 113, transfer is arranged on an individual basis. The admitting college writes a letter to the English Department on behalf of the transferring student.
Exit Tests

The reason for exit testing is to assess whether the department is meeting the goals required by the accreditation guidelines. Upon completion of the exit testing process, the results will be turned into Institutional Research, Diane Wayras. At the April department meeting, three committees were appointed to design exit tests. These committees are Lupe Gunderson, Edmee Marcek, and Richard Williams for ESL 121, Saraita Whan-McCarthy and Elizabeth Hanley for 128, and Christine Lines and Judy Anderson for 139.

Faculty at the meeting decided these tests would be normed after the fall semester to avoid having to come in during the summer to compile the information. The ESL 128 exit test has been completed and submitted and will be used for the finals this December. Full-time and part-time faculty teaching ESL 128 will be required to give these exams and turn in the graded final exams to the department at the time final grades are submitted.

How Long Do We Need To Keep Final Exams?

According to Faculty Senate Chair Dr. Sondra Cosgrove, “Right now we have no policy; but our grade appeal policy states that students can appeal a final grade for up to 4 months. Therefore, faculty should keep class records for at least that long. Our Senate Procedures Committee (chaired by Fran Campbell, who is a historian) is currently researching and will write a records retention policy that will address all of these issues.”

Placement Testing Policy Change

In the past, the ESL Department has followed a policy of allowing students to retest every year. In order to bring department guidelines more in line with the English Placement Test (EPT), students will now be allowed to test every six months.
What’s Happening in Our Classrooms

Faculty in our department use a variety of methods to make classes interesting and effective. If you have a technique or strategy that you have found particularly successful, please share it with your colleagues in this column.

Integrating Students into the Community

by Dr. Edmee Marcek

In an effort to integrate my students to the community, I invite them to come to Booker Elementary or Ronzone Elementary school, two at-risk schools, to be guest speakers at a fifth grade class. Even though this is a volunteer activity, many students volunteer and wish they could do it more often. I do this activity once per semester.

Requirements

Each participant needs to sign a field trip form.

- Each participant drives him/herself to the school we are going. I drive the students who do not have transportation.
- Each participant needs to prepare a five to seven minute presentation about the country they come from, the language, school system, geography and weather of the country, and why they wanted to come to the United States to study.
- At the same time, I send the teacher in charge the names of the students participating and their country of origin. Fifth grade students pick a country and do a research paper on that country before my students come to visit.
- At the end of the presentation, my students answer questions the young students have, which often are more time-consuming than the time we have available.

Outcomes

This activity allows ESL students to prepare a brief presentation, deliver their presentation to a young and fairly non-threatening audience, and have another perspective of the Las Vegas community. Participating ESL students also receive a Thank You Letter from the Northwest Rotary Club for their service to the community.

Our visit becomes a complete academic lesson (geography, culture, language) covering several countries. The lesson begins with a brief presentation by the fifth grade teacher, a research paper done by the grade school students, and a direct oral presentation given by my students who are natives of the country the young students have researched.

CSN students who volunteer to do this often go back on their own time to either Booker or Ronzone Elementary School to continue to volunteer or to bring a souvenir or food typical of their country to each student in the class.
What’s Happening in Our Classrooms con’t...

Incorporating Reading Assignments into Writing Classes
by Judith Anderson

I’ve been using extensive reading in my writing classes for some time now. The purpose is to give students a lot of grammatically correct input that will help them write more correctly. This is based on Fluency First principles (whole language), which has recognized that people who write well are almost always people who have read a lot in the target language because they have internalized the way the language is written (not spoken). Reading and writing are complementary skills, and while you can have reading without writing, it’s very difficult to have correct writing without reading.

This approach also expands students’ vocabulary, as they are encouraged NOT to look up words unless they really can’t understand a passage without a given word. In most cases, with extensive reading, they will figure out the meaning of a word from context if it appears a few times.

This is what I do in class:

I choose novels for the class to read. Usually we do two or three during a semester, depending on the length of the books. They need to be high interest and not too difficult. I like books that deal with American culture or history, and if there is a movie of the book that’s a plus. I also look for books that don’t have much non-standard dialect.

It’s acceptable to use short stories, preferably by one author—I’m considering using Raymond Carver for ESL 139. However, Fluency First generally recommends against using stories by many authors or articles. The reason is that novels make it easier for students to get into the flow of the writing and the author’s style and word choice, rather than re-learning these things with each selection. If people have successfully used articles, I’d be interested in how they’ve worked out.

I assign students to read five pages each night (at the university level, it was ten per night, but I need to be realistic). In addition, for each five pages of reading students write half a double-entry journal page. They divide the page in half lengthwise; in the column on the left they copy passages from the book (it’s their choice—whatever catches their interest in some way; they need to take care to copy it EXACTLY as written), and in the right-hand column they write their own thoughts or questions on the passage(s) they have chosen.

Generally, it’s better for them to write the journal in longhand rather than type it because of the kinetic connection between the physical act of writing and internalizing the structure.

In class, we start each session with small group discussions of the assigned pre-class reading and journal keeping (10 to 15 minutes). This means that students are getting the material on three levels: visual, aural, and kinetic. It appeals to all three learning styles.

(continued on page 5)
Incorporating Reading Assignments into Writing Classes con’t...

As we work through the rhetorical modes in the writing class (such as compare\contrast, cause/effect, and so on), I’m able to give writing assignments that connect to the reading they are doing. For example, I may ask them to compare or contrast two characters in a novel or discuss the causes of a particular event. In my opinion, doing this is a lot easier than writing about a random subject that they may never have thought about before (especially in testing situations). It’s also closer to what they’ll be doing in content-area classes: writing about something that’s related to the class.

This also gives me plenty of material, in 139, for working on the basics of quoting, paraphrasing, summarizing, and citing material; when they write an essay, I ask them to do at least one quote from their reading and one summary or paraphrase and to cite them correctly.

As for grammar, we can address specific grammar issues that come up in their writing, as needed. I also often get questions about specific sentences in the books when students don’t understand the author’s meaning. They’ve all had grammar—they’ve become fossilized. They may know the grammar as a passive exercise, but they fail to apply it to their writing. It’s not a perfect system—we only have three hours/week, and we can’t cover everything—but it does help many students.

**These are books I’ve used that students have liked:**

ESL 129—*Sing Down the Moon, Tuck Everlasting, The Silent Boy*

ESL 138—*Holes*, and three books by Lois Lowry—*The Giver, Gathering Blue, and The Messenger* (these books are a sort of trilogy)

ESL 139—*Kindred, Montana 1948*. I’ve also used *Dances with Wolves*, but for most of my students it’s too long.

**Free Methodology Workshop on October 11**

by Saraita Whan-McCarthy

The first ESL methodology workshop was given on Saturday, August 30th. The focus of the workshop was teaching question forms in present and past tense using the verbs Do & Be. Instruction was given on how to present the grammar structures in a way that would accommodate students with different learning styles: auditory, visual, and kinesthetic. We also looked at how to use lessons from the textbooks to their full potential and how to exploit the material for additional practice. Attendees were also given a variety of handouts and suggestions on ways these materials could be used to practice different structures and practice writing at a range of levels. I would like to thank those who came to the workshop. I hope to see them at other workshops.

The second methodology workshop will be given on Saturday, October 18th from 10am – 12:00pm in Room 2204 on the Cheyenne campus. The focus of this workshop is teaching Present Perfect Simple Vs. Indefinite Past and Past Perfect Simple. If you would like to attend this workshop, please e-mail Saraita at Saraita.whan-mccarthy@csn.edu to enroll by October 7th.
# New ESL Classes Offered

**NEW Speaking Opportunities for Students**

*by Christine Lines*

Conversation and speech communication classes are now available to help students improve their oral communication skills. Discuss these options with your students!

### Fall 2008

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<th>Start Date - End Date</th>
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<td>8 weeks</td>
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### Spring 2009

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</table>
Technology

Microsoft Outlook 2007 Tips
by Christine Lines

1. When logging in from home, click on PRIVATE computer to keep your session from timing out so quickly due to security reasons. If you choose to, you can keep your session open and hear the ring when a new message arrives.
2. When sending messages, remember to always put a specific subject so that the recipient may find your message again more quickly in a later search.
3. When sending a message on the down arrow next to NEW (message), check out your options. You have several choices from sending an appointment reminder to a meeting request.
4. When inputting names in the TO field, simply start typing the first letters of the name and click TAB; this only works if you have e-mailed that recipient previously. Otherwise, click on the TO field, type the last name of the recipient and click ENTER. Double clicking on the name will make it appear in the TO field. If you want to do a carbon copy (CC) or a blind carbon copy (BCC), then click on the name once and then click on the CC or BCC field. Press okay. In your email, if you want to remove someone from the list, right click on the name and move your mouse down to REMOVE.
5. To search for a previously sent email, there are options. Option 1 would be to simply type in the name of the person or key word you are looking for in the SEARCH box. Option 2 would be to click on fields above the email list that says ATTACHMENT, FROM, SUBJECT, RECEIVED, SIZE. If you remember that someone sent you an attachment recently but don't remember who, click on ATTACHMENTS, and all your emails will be categorized according to when emails with attachments arrived in your inbox.
6. To delete or move multiple messages quickly, simply follow Tip 5 Option 2 above. For example, if you click on the FROM field, you can delete messages or move them all to a folder with just a few clicks. If you have ten emails to delete, for example, click on the first one and then press down the SHIFT KEY and click on the last one. All the emails in between will become highlighted. Then press the X to delete them. Also, it makes it much easier if you can display 100 e-mails at a time while cleaning out or organizing your inbox. Simply go to OPTIONS on the top right, and under MESSAGE OPTIONS, click on DISPLAY 100 ITEMS PER PAGE.

Southern Nevada CATESOL Conference

“Share and discover new ideas for helping English Language Learners (ELL) achieve academic success. At the Southern Nevada CATESOL Conference. Join your fellow teachers and ELL educators in workshops based on strategies, techniques, and methods for highlighting English language learning in the classroom. All participants will find a wide variety of workshops to interest and engage them. This course meets the TESL endorsement requirements for Methods and Materials and provides one graduate-level credit from Southern Utah University.” The registration form can be found on page 10 of this newsletter.
TEXT BOOK NOOK
by Elizabeth Hanley

This feature is devoted to keeping faculty and staff up-to-date with the book ordering process and with changes and additions regarding textbooks or the process for ordering textbooks. It is a platform for sharing comments or suggestions about required or supplemental text used within the ESL discipline. Your ideas are not only welcome but also vital. Please contact Saraita Whan-McCarthy, Christine Lines, Edmee Marcek, Lupe Gunderson, or Elizabeth Hanley to apprise us of any textbook subject you would like discussed or addressed within certain parameters.

PROCESS
- Hiroko Fry is the person to contact if you need desk copies of texts currently in use. She can be contacted at 651-7605
- In a timely manner prior to each semester, Hiroko will email full-time faculty the list of books to be ordered.
- Please peruse that list and advise Hiroko of any necessary adjustments.
- A reasonable deadline date will be set for ordering new texts or making changes to the list.
- This deadline will be stated in the email with the list of books to be ordered.

Richard Nuzzo Retires con’t…

During the years that followed, Mr. Nuzzo was a pioneer in designing and cultivating the ESL program, which included guiding the program toward an academic focus. As the college structure changed and grew, developmental learning skills metamorphosed into the Department of Developmental Studies. On July 1, 1988, Mr. Nuzzo was named the Department Chair of that discipline. He diligently performed the duties of that position until the spring of 1993.

In 1993, the ESL program was moved from the Developmental Studies area into the Foreign Languages Department, now called International Languages. After a five year break from duties as department chair, Mr. Nuzzo was named Department Chair of International Languages on July 1, 1998 and performed those responsibilities until he stepped down on December 31, 2003.

From that time until his retirement this fall, Mr. Nuzzo taught in the classroom, giving students the benefit of his many years of experience and wisdom in the ESL field.

Coming in the next issue of the ESL Roundtable:
- The first of a series of articles on the history of ESL at CSN
- What the language labs have to offer students and faculty
COLLEGE OF SOUTHERN NEVADA
COUNSELING DEPARTMENT
TRANSFER CENTER
SEMI-ANNUAL TRANSFER AWARENESS EVENT

10:00 TO 2:00

MARK YOUR CALENDARS!!!!!!

W. Charleston on Tuesday, October 7th in Building D

Henderson on Wednesday, October 8th in Building C

Cheyenne on Thursday, October 9th in the Student Center

THE FOLLOWING SCHOOLS WILL BE IN ATTENDANCE

University of Nevada, Las Vegas
University of Nevada, Reno
Nevada State College
DeVry University
Dixie State College
Embry-Riddle Aeronautical University
Fashion Institute of Design & Merchandising
Grand Canyon University
Midwestern University
National University
NOVA Southeastern University
Southern Utah University
Regis University
Touro University
University of Southern Nevada
University of Phoenix
Southern Nevada CATESOL Conference

“Opening Doors for English Language Learners”
Course: Methods & Materials for ELL

October 10-11, 2008
Jodi Ruback CSN, and Sylvia Villalva CCSD, Conference Chairs

CATESOL is the California/Nevada Teachers of English to Speakers of Other Languages. It is a professional association for those concerned with the teaching of English as a Second Language or dialect and bilingual education. The Southern Nevada Chapter of CATESOL (SNVCATESOL) is sponsoring this conference/class.

At this day-and-a-half conference, teachers share and discover new ideas for helping English Language Learners (ELL) achieve academic success in K-12, post-secondary and adult classrooms. Join your fellow teachers and ELL educators in workshops based on strategies, techniques, and methods for highlighting English language learning in the classroom. The assortment of presentations at this conference will provide teachers with real lessons, materials, and strategies that can be easily applied into their classes and/or curriculum. All participants will find a wide variety of workshops to interest and engage them. This course meets the TESL endorsement requirements for Methods and Materials and provides one graduate-level credit from Southern Utah University.

Plenary: Sharroky Holie, author of Cornerstone for Pearson-Longman
Keynote: Laura Lyke, ELL Specialist, CCSD
Professor: Regina Marshall-Smith, CCSD
Dates: October 10th: 3:00 pm - 4:00 pm – Check-in, Registration, & Meet & Greet
       October 10th: 4:00 pm - 10:00 pm – Workshops I-II, Cultural Presentations, & Plenary
       October 11th: 7:00 am - 8:00 pm – Breakfast, Publishers’ Exhibit, Workshops III-V, Keynote, Final Synthesis
Location: CSN, West Charleston Campus, Building D – Student Services (Free Parking)
          6375 West Charleston Blvd., Las Vegas, NV 89146

Southern Nevada CATESOL Conference Registration Form

• Early Registration due by October 1, 2008
Walk-In Registration begins at 2:00 pm, October 10, 2008
Walk-In Registration Fees are an additional $10

I. CONFERENCE FEES
   _____ $50.00 Conference Fee, CATESOL member
   _____ $75.00 Conference Fee, non-CATESOL member

II. GRADUATE CREDIT–COURSE #5500/SECTION 210-SOUTHERN UTAH UNIVERSITY, this is a pass/fail class
   _____ $25.00 Additional Fee - Meets the TESL endorsement requirements for Methods and Materials, lane
       Change for CCSD, and license renewal for State of Nevada.

III. Membership (Join now and receive the member discount price)
   _____ $50.00 CATESOL Membership Fee – If you would like to be a member, please fill out the back form

Name:
_____________________________________________________________________________________________________________________________________________________
Last                           First                                Middle Initial
Work Phone: ___________________ Home Phone: ___________________ Email: ________________________________
Mailing Address: _____________________________________________________________
City / State: ___________________ Zip Code: ___________ Phone ________________________________
School Affiliation
_________________________________________________________________________________________
Signature: _________________________________________________________ Date: ________________________________

If you have any questions about the conference or membership, please feel free to call: Sylvia Villalva 702-885-2115 or evenings at 702-256-0182, or call Barbara Curtis at 702-799-5920 ex.4016.
MAIL the completed lower portion of this Registration along with CHECK or MONEY ORDER Payable to: SNVCATESOL
Attn: Barbara J. Curtis, Treasurer
2717 Sungold Dr.
Las Vegas, NV 89134