The beginning of the spring semester marks the start of the transition from *Side by Side* as the text book for the first four levels in the CSN ESL program to the new series *Excellent English* published by McGraw-Hill. After many years of intense searching for a text that would successfully and more fully cover a wider range of instructional areas, the faculty has chosen *Excellent English*. This series embodies all the requirements that faculty had chosen as criteria for adopting a new text. Listening, writing, and conversation exercises as well as grammar aspects of language learning are introduced from the beginning levels. Another characteristic that made the *Excellent English* series attractive and viable is the use of interactive computer exercises at every level. This enables students to not only learn and practice language independently as well as in the class room but also improve their computer skills. To assist faculty in the transition, a methods seminar was presented by McGraw-Hill on December 12, 2008. Additional seminars will be held in April and September.

The *Excellent English* text is being used for ESL 110B during the spring 2009 semester. The new series text will be introduced for ESL 111B in the summer 2009 semester, and the following semester, fall 2009, it will be used at the third level for ESL 120. The spring of 2010 will see completion of the change with the introduction of *Excellent English* for the fourth level, ESL 121.
The College of Southern Nevada (CSN) was originally Clark County Community College and opened on October 8, 1971. The first classrooms were in the old Review Journal printing plant at 737 N. Main Street (Mystery Building picture page 1). Students paid $10.00 per credit and it was not until fall of 1975 that an additional $5.00 lab fee was added for ESL students.

The ESL program was originally part of the Developmental Education Program (DE) begun in 1971. The very first ESL class (ESL 101) was taught in an unstructured tutorial approach at the Main Street location from 1971 to January 1, 1975 when the Cheyenne Campus opened. The over-all educational philosophy of the college at that time was “moving toward increasing the opportunities for self-paced instructional methods which are criterion-based to assure excellence, rather than normatively based on student performance” (self-study p. 35). This philosophy went along with the “mastery” theory of pedagogy that was gaining popularity.

There at the Beginning

In 1975, there were 48 full-time college faculty (The Clark County Community College Self-Study August, 1975). Among these 48 were three full-time developmental faculty: Al Baca, Frank Amado, and Al Soprano. The self-study shows Mr. Baca was on a “12-month contract for coordinators and semi-administrators (p. 105)”. According to human resources records, Mr. Amado began as a part-time English as a Second Language instructor and in the fall of 1973 became the Director of Developmental Studies. Mr. Amado is listed as Program Coordinator and instructor (p. 81) and Mr. Al Baca and Mr. Al Soprano are listed as developmental instructors (pp. 106, 107). Mr. Amado stayed with DE until 1976 when he moved to the Business program. In August of 1976, Richard Nuzzo joined the full-time DE faculty. After Frank Amado moved to the business/real estate program, Al Soprano became Director of Developmental Studies in 1977 and held that position until 1986. The study lists seven reserve (part-time) faculty (History of CSN ESL Program Part 1 continued on page 10).
News Briefs

CATESOL Position Open

The NV representative on the CATESOL Board has resigned, so that position is open. People who are interested in running for this position should contact Kathy Flynn at: KATHLEEN FLYNN [kathleenflynn@msn.com]

Excellent English Text Book Seminars for Faculty

McGraw Hill, publishers of the Excellent English Series will be at CSN to conduct seminars in the use of the new ESL 111B text for faculty on Friday April 24, and Saturday April 25. Seminars will be scheduled every semester until the transition to Excellent English has been completed. Seminars for ESL 120 will be held in August.

Community Outreach

The ESL Department was contacted by the Stratosphere Hotel and Casino in early October and asked to put up a morning and an evening class for a cohort of Asian dealers at the hotel site. Professor Ken Umland and Professor Stephen Peridore each taught sections of ESL 110B to about sixty speakers of Mandarin, Cantonese, Thai, Vietnamese and Laotian over an eight-week session beginning 10/21 and ending 12/11. The Stratosphere Hotel management hosted a "graduation" dinner and congratulated the students on their achievement pledging to support students' future studies at one of our campuses through the Stratosphere's tuition reimbursement program. Vena Amp, Cheyenne lab manager, Teresa Parsons, West Charleston lab manager, Veronica McVoy, lab technician, and Elizabeth Hanley, ESL professor attended the evening, introduced themselves and offered to serve as "points of contact" for those students transitioning into our regular program. The next day, the VP in charge of gaming sent a very warm letter of thanks. A very positive basis upon which to build future projects was established through the endeavor.

Richard Nuzzo Granted Emeritus Status

Because of Richard Nuzzo's long and distinguished dedication to CSN and his many accomplishments, he has been granted Emeritus status as Professor of the Department of International Languages effective Fall semester 2009.

Stephen Peridore Presents at Hawaii TESOL

Professor Stephen Peridore attended the Hawaii TESOL 2009 Conference at the University of Hawaii, Hilo on February 14, 2009 where he presented a research paper entitled, "Effects of Authentic Versus Modified Texts on ESL Reading Comprehension". In his presentation, Professor Peridore investigates the effects of "authentic" versus "simplified" and "elaborated" texts on the reading comprehension of intermediate-level adult ESL college learners which provide important implications as to if, how, and to what extent text modification should be used as a pedagogical tool in the ESL curriculum.
As Barack Obama took office this January to lead our great nation, I urge you to step up and be leaders at CSN. This semester CSN launched the new course management system (CMS) called ANGEL, which is very user-friendly. It has three levels of use: beginning, intermediate, and advanced. Most distance education (DE) faculty are advanced users; however, they all started in the beginning, which is where I am asking new users to start. If you are a full-time faculty member, now is the time to take advantage of this new easy-to-use CMS and organize the courses that you teach. It will save you time not only in developing your courses each semester but also in teaching them.

**Ten Benefits to Instructors**

1. Easily seeing a list of students registered for the course as well as the other courses that they are taking that semester
2. Putting syllabi and handouts either directly typed in or as attachments so you don’t have to worry about carrying extras for students who are absent or who lose theirs
3. Having the option of keeping student e-mails in ANGEL or having the e-mails automatically forwarded to any e-mail address that you choose
4. Reducing paper waste and being environmentally responsible by using these tools: calendar, attendance manager, quiz maker, and assignment drop box
5. Posting video, audio, website links, discussion boards, blogs, wikis, etc. to make the class more interactive
6. Posting announcements to notify students of a change in room location, schedule, or assignment
7. Arranging for students to take tests in ANGEL in the testing center when you are at a conference and having the results sent directly to you before you even get back in town
8. Using a grade book to calculate grades and to drop the lowest grade. You can choose to not release or to release the grade book to students, which reduces the number of times students ask about their grades each semester
9. Evaluating student performance on particular assignments or assessments through automatic charts and pie graphs
10. Using ANGEL shells to collaborate with colleagues and committee members during or in lieu of meetings

**Five Benefits to Students**

1. Being part of an ESL program that is consistent and not having to figure out how to do things differently with each instructor each semester
2. Improving their own typing and technology skills gradually throughout our program so they do not experience culture shock when entering ENG 101

(All Aboard continued on page 5)
Use of the calendar feature in Angel will guide students to manage their own lives better.

(All Aboard continued from page 4)

3. Improving oral/aural communication skills by using Horizon Wimba voice communication tools and posting either privately for the instructor only or publicly for the entire class to listen and respond to or by listening to podcasts, videos, or audio recordings posted by the instructor

4. Improving written communication skills through e-mail, blogs (like journals), wikis (like Wikipedia), or discussion boards (like bulletin boards)

5. Managing their own lives better by using the calendar feature, e-mailing instructors more easily, having access to syllabi and handouts, organizing homework and exams for all courses simultaneously, and being able to access their courses either online or downloaded into their personal digital assistants (PDAs) or cell phones

It is time for change

There is nothing more evident that it is a time for change. Step up, but start small. The first thing to do is go to www.csn.edu and click on ONLINE CAMPUS/COURSES. On the right, click on LOGIN NOW. Then enter the same username and password that you use for your email account. If you need help with your login, contact the HELP desk at 651-HELP. Once you get in, check it out. Then watch the instructional videos on YouTube at http://www.youtube.com/watch?v=nHYQTHFeJ6M&NR=1 and attend some instructional workshops through CAPE (7521) or make an individual appointment with either Nancy Webb (7318) or Vartouhi Asherian (7396).

Keep it simple

For the first semester, just use the course shells to manage grades. During the semester, practice uploading assignments or making quizzes so that you are ready to allow students to join your course the following semester. Keep it simple. With students, just post a syllabus and a few handouts. The following semester, you can add voice board questions for students to respond to. Just keep trying new things in ANGEL each semester. In time, when you become comfortable, be a leader and encourage part time instructors to do the same. Soon, our ESL program will be more consistent and more successful than ever before.
Our Rotary Club Kideract Program
By John Krakauer—Las Vegas Rotary Club
Submitted by Dr. Edmee Marcek

One of the ways our club assists children in our community is through sponsorship of the Kideract program. Although Kideract is not an official Rotary program, our club has been providing it for eight years. During the 2008-2009 Rotary year there have been, or will be, 28 presentations to 5th grade students at two at-risk schools, Booker Elementary and Ronzone Elementary.

These two schools use Kideract in very different ways. At Booker, it is provided during the regular school day and is considered a part of the normal social studies curriculum for 50 of their 5th graders. While at Ronzone, it is provided as an after school program for which about 20 students volunteer to attend after their normal school day.

Eighteen of the 28 programs are done by members of our club. In addition to providing a presentation of about an hour, they all come well prepared to enlighten and educate the audiences with a variety of topics. In one way or another, each presentation stresses the importance of completing an education. However, the types of topics vary considerably.

First, we teach about the worldwide scope of Rotary International and its variety of service initiatives. Additionally, there is a presentation on Ethics and Integrity, the Pledge of Allegiance and the Four Way Test in which we help the students understand the importance of having a personal value system. (Kideract continued on page 7)
There are also presentations which provide insights about building personal skills whether it is Larry Brown stressing the importance of making a good first impression, or Ron Kirsh providing insight about good oral communication through mock advertising drills. We also have a program on goal setting and another on taking care of our bodies and avoiding habits that are harmful to our bodies.

One of the highlights each year is when Edmee Marcek brings a number of her CSN ESL foreign students from countries around the world. The Kideract students learn about world geography, foreign customs, and languages among many other lessons. Attached are pictures from a recent program at Ronzone.

Finally, there are presentations about a wide array of professions which go from culinary training, to insurance, banking and architecture. We try to give the young people an idea that there are many ways to have a successful life other than becoming a professional athlete. You can see the whole schedule by going to the club website at http://lvnwrotary.org/About.htm.

One side benefit of the Kideract programs is that our presenters gain a very important insight about the Clark County education system. The students are polite, extremely attentive, and ask very insightful questions. I am also amazed about how much the students remember weeks after any presentation.

Kideract is a wonderful way that our Rotary club gives to children in our community.
Finding a Voice

by Amy Litman

How many times have you sat down with a mountain of papers to grade and thought, “Oh, if only I didn’t have to do this now?” On one such day at the Starbucks across from Charleston campus, I unloaded my stack of essays to grade when I saw a student whose work I would be checking. This charming boy from Macau smiled and said, “You’ve got a lot of hard work there.” Ready to respond with something like, “Well, I don’t mind. It’s part of my job,” I realized he was referring to his hard work. He was right. This particular student was one who defined *hard working student*. He made his coursework his passion. His essays usually left me sitting staring off in space wondering how this 19 year old had derived such a profound look at life. Moments like these remind me why I love teaching writing classes.

Hidden Treasure

Certainly many adjunct instructors are less than overjoyed to find 129, 138 or 139 on their schedules. Who wants more papers to check that have to be graded? The secret is the fact that there is a hidden treasure in this burden. On the first day of class as we look into the sea of new faces, except for students we have taught previously, they are all new to us. All that we know from the start is where they are from and whether they seem to be enthused about being there. In some classes, even at the end of the semester, we learn very little about the particularly shy or disinterested students.

Writing Beyond the Grammar Lesson

Through writing classes, however, we become the privileged readers of our students’ lives. When they write about meaningful topics, not only do they learn grammar, syntax, new vocabulary and how to express themselves on paper, but we, as teachers, get a peek at their life experiences. Who knew that the young Brazilian woman in the front row left home years before to tour with the Ringling Brothers Circus, the Somalian taxi driver speaks with his beloved 96-year-old mother back home on the telephone every day of his life, or that the serious-looking Korean lady in the back row is the funniest person you’ll ever meet? What was it like to be an immigrant teenage mother in California, live in a boarding school in China, cross the Khyber Pass on horseback as a child, or drop your stable career in Japan at age 28 to move to the U.S. and follow your dreams? Naturally, students write better and become more engaged in their writing when they care about the subject matter. For us, the advantage is that grading papers can become less of a chore and more of a learning experience when students find their voices in writing.

Some students have few positive experiences with native speakers in their everyday lives. Have you ever walked through a casino and wondered how a person could spend 40 hours a week there? Students’ time in the classroom is valuable to them.

(Finding a Voice continued on page 9)
It can be made more worthwhile when meaningful writing is part of the coursework. It doesn't have to be a writing course either. Students at every level need to write beyond their grammar exercises. Even students in low level classes can write about their experiences, ambitions and dreams. They are adults and have been living their lives, just not in English. A simple topic such as describing a person you admire can lead students to cherished memories of people and home. When they are given opportunities to write, amazing results can be produced.

What’s Happening!!

Professor Michael Young is holding a Conversation and Coffee Corner on the West Charleston Campus in the Building B Lobby on Tuesdays from 9:30 A.M. to 10:50 A.M. It is free for students!

Professor Stephen Peridore’s "Virtual ESL Classroom" provides CSN’s ESL students extended opportunities beyond their classroom time to study and practice their developing English language skills. In addition, the "Virtual ESL Classroom" not only provides 24/7 access to the ESL curriculum, but also extends the learning process beyond the classroom into the students' daily home and work lives.

Please contact Professor Peridore for passwords and information at 651-7674. This site can be found at http://www.peridore.com.
designated as English as a Second Language among the 215 reserve faculty (p. 106). These seven were Sara Cochrane, Robert Espinoza, Arnold Lopez, William Mason, Augustine Orci, David Shakespeare, and Wayne Tanaka. Not listed in the study was Theo Byrns, former International languages Department chair, who was also a part-time ESL instructor circa 1977.

At the birth of the program, survival English was the goal. For non-native speakers, the majority of whom in the early 1970s were Spanish in origin, the Developmental Education (DE) program offered one ESL class consisting of modules covering speaking, listening, reading, writing, and idiomatic English at an elementary school level. Students moved at their own pace. According to Al Soprano, “Regular attendance was not mandatory, but certainly made a difference in their learning and their grades, or whether they passed or not…. Students had to take and pass all their tests before we could give them a grade for the course.”

Course credits were not transferable to University of Nevada institutions. Additionally, the 1975-1976 catalog stated the policy that resident students had precedence over foreign students if classes were full, making it clear that ESL classes had been established mainly for resident non-native immigrant students.

In 1976, a shift of policy began to move the ESL program from a developmental focus toward college preparation. Since Developmental Education (now also called Adult Basic Education [ABE]) did not go beyond the grade school level, offering ESL classes for credit was the only way to structure courses to prepare students for college. ESL was moving toward “the philosophy of providing students with academic level language skills enabling them to have the option of pursuing any career they chose, thereby benefiting not only the students but also providing the community with a capable and competent work force” (interview—Richard Nuzzo, 2007). This position for future development of the ESL program had support in the legislature.
Educational Climate and Changes in Political Structure, Demographics, and Community Attitudes

Between 1970 and 1980, Nevada’s population increased 63.5% with Las Vegas population increasing 69.1%. Over the decade, the majority of immigrant students shifted from those of Spanish descent to those of Asian descent. Asian students began to outnumber Spanish speaking students during the last half of the 1970s. While Asian students began to outnumber Spanish students, the number of Spanish students did not decline. The influx of Asian students was due in part to the Vietnam War (Simich and Wright, 2005). This predominance of Asian students continued until the 1990s.

In 1972, college schedules show two ESL sections offered. By the spring of 1975, twenty-four sections were offered, and in the summer of 1976, four ESL summer sections were offered under Community Service (Continuing Education). During the last few years of the 1970s and into 1980, regular semester section offerings fluctuated between 28 to 30 ESL classes. The number of ESL class sections offered had grown from one class to twenty-eight within one decade. However, there is no available record showing how many of those classes were actually taught.

Mr. Al Soprano served as chair of Developmental Education (DE) from 1977 to 1986. In the spring of 1977, class schedules list the Department of Humanities for the first time. The Foreign Language Department and DE were both listed under Humanities with ESL under the developmental area. In 1978, the catalog lists ESL courses in DE within the Division of Liberal Arts and Sciences.

Community College and Public Controversy

On March 7, 1978 an article in the Las Vegas Sun (the newspaper with the widest circulation) noted that Clark County Community College enrollment had had a “16 percent decrease in ‘full-time equivalent’ students”. The article states that this was attributable to “an inadequate recruiting campaign, a widespread community believe (sic) it is a ‘minority campus,’ inability to attract paying students, difficulties in transferring credits to other schools, too few full-time instructors and an inconvenient location…” In this same month, there was talk of splitting off the community colleges from the Board of Regents. There was a feeling that the Board ignored the needs of the colleges in favor of the universities. This split did not happen.

Coming in the next issue—History of CSN ESL Program Part II
Northwest Accreditation and ESL from 1980 to 1995

Bibliography

Clark County Community College Institutional Self-Study August 1975
Richard Nuzzo Professor Emeritus International Languages Department, former chair International Languages
Al Soprano, Developmental Department Chair, Retired
International Language Laboratories

by Christine Lines

Web site: http://sites.csn.edu/IL/interactive/lab.htm

Advisement, Registration, Overrides

All students should go to the language lab each semester to be advised regarding registration and to get registration forms. Instructors may only permit a student to enter a full class if the student has the proper registration form from the language lab in hand (not just the form from the registration office).

Instructor services

Instructors may make appointments to learn how to use the lab resources available to them. In addition, classes can be held in the lab to acquaint students with class related materials. Use of the lab for classes must be scheduled ahead of time, and instructors must be present to conduct their class. Faculty must go to the lab to fill out the reservation form and sign it to verify the date, time, and resources needed.

<table>
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<th>West Charleston Room C 213</th>
<th>Cheyenne Room 2649</th>
<th>Henderson Room B 107</th>
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<td>702.651.4475</td>
<td>702.651.3128</td>
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<tr>
<td><strong>Lab Managers</strong></td>
<td>Teresa Parsons (Spanish)</td>
<td>Vena Amp (Thai)</td>
<td>Hea Salzman (Korean)</td>
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<td></td>
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<td>- Scheduled Class Support</td>
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</tbody>
</table>

**Placement Testing Schedule**
- Walk-in or By Appointment (Retests Allowed Every Six Months)
- Walk-in Only (Retests Allowed Every Six Months)
- Walk-in Only (Retests Allowed Every Six Months)

**Student Workshop**
- ANGEL Access, E-mail/Attachments, Keyboarding, Microsoft Office, Windows Internet
- Upon Request
- Upon Request
The California Teachers of English to Speakers of Other Languages (CATESOL) organization represents both California and Nevada. There are nine chapters, two of which are located in Nevada (Southern and Northern chapters). Each chapter has a coordinator responsible for increasing membership, holding several meetings per year, and organizing a local conference, which is held once a year.

Some chapters are more active than others. For example, the Southern Nevada Chapter’s recent conference in Las Vegas (October 10th and 11th) attracted more than 100 participants from K-higher education.

Annual membership dues for the local chapter are $35 per year and entitle you to newsletters and a reduced registration fee for the local conference. For information, please contact Southern Nevada Chapter Coordinator Sylvia Villalva at Syl-via_villalva@interact.ccsd.net.

The main CATESOL Board of Directors has, in addition to the positions of president, vice president, secretary and treasurer, eight chairs, each representing a particular interest group: elementary, secondary, adult, community college, college/university, intensive English programs, interest group facilitator, and chapter council. There are also various list serves that you can join and network with your colleagues. For example, last year list serves centered around questions such as designing writing rubrics and choosing effective books for reading courses. A question that generated a lot of discussion was, “What one book would you like to have with you if you were stranded on a desert island?”

CATESOL CA/NV holds one annual conference, usually in March or April. This year, it will be held at the Pasadena Convention Center, April 16th through April 19th. A conference schedule is online at www.catesol2009.org. Membership is $50 per year and entitles members to a yearly publication (The CATESOL Journal), quarterly newsletters (CATESOL News), and reduced conference fees. With your membership, you can also choose to join two of the following interest groups: intercultural communication, technology enhanced language learning, teaching English in the workplace, and nonnative language educators’ issues. Membership information can be found at www.catesol.org.

Opportunities for leadership positions as Board members of CATESOL are available for those who wish to pursue them. The commitment is one year as assistant level chair and the following year as level chair. If you are interested in being a candidate, please contact Kathleen.flynn@msn.com.

CATESOL is a great organization to belong to in order to network with your colleagues and exchange ideas.