On October 21st--24th, 2009, the CSN ESL Program hosted the Commission on English Language Program Accreditation (CEA) site review team.

Aside from the team’s main purpose, which was reviewing the ESL Program’s self-study report, the scheduled agenda included tours of the three main campuses: Henderson, Cheyenne, and West Charleston. The tours also involved conducting interviews with the administrative and support staff for each campus.

Other scheduled events included classroom observations as well as interviews with administrative personnel (budget and human resources), the dean, department chair, lead faculty, full-time tenured faculty, part-time faculty, students, and lab personnel.

On the final day of the site visit, all ESL faculty and staff were invited to attend an exit briefing presented by the review team. Those present were informed that the ESL Program would receive a report from the CEA site visit team within 45 days addressing whether information in the department’s self-study report has been verified and to what extent the CEA standards have been met within the ESL Program. The ESL Program will have 30 days during which to respond. (Continued on page 6)

International Languages Boast Two Fulbright Scholars

Judy Anderson, professor of ESL and Arabic, received a Fulbright-Hays Grant to study in Morocco from June 25 to August 8, 2008. From a large pool of applicants, 16 teachers, professors, and administrators were chosen to participate.

The theme of the Continued on page 7

Elfie Manning, professor of French and German, was one of 16 applicants chosen from a field of 134 to receive a prestigious Fulbright-Hays Scholarship Grant to study in Senegal from June 24 to July 27, 2009.

The Fulbright-Hays Summer Seminar program is designed to help scholars in the Continued on page 10
News Briefs

The Policy Pit

Are you groping in the dark regarding how to find answers to questions you have about CSN and department policies? Do you want to know how long you have to keep your final exams, or if you can send students grades by email or give grades over the phone? Can you give take-home exams? Well, just drop your questions into the Policy Pit. Lupe Gunderson and Liz Hanley will research your questions and post the findings in the virtual office of the Policy Pit.

Surfing is Not Only Done in Hawaii

Surf to www.livemocha.com to learn a language

Trying to learn a language but finding it hard to find someone to speak to or work with? Well, you can now surf the web to find help. Check out the free online site called LiveMocha. Students can sign up and even interact with other “LiveMocha” members. So, finding help to learn a language, whether in English, Spanish or even Lingala is only as difficult as surfing the web. If you go to www.livemocha.com, be sure to sign up for free.

ESL Testing Coordinator Appointed

Professor Christine Lines has been appointed testing coordinator for the CSN ESL Program. Her duties will include coordinating the international students placement testing and developing placement tests to be used in the placement of all ESL students. Professor Lines will officially begin functioning in this capacity in January, 2010.

Dr. Marcek Invited as Feature Speaker at CATESOL Conference in Concord, CA

At the invitation of the California Association of Teachers of Other Languages (CATESOL), Dr. Edmee Marcek presented a speech entitled “Incorporating International Students into the Community Through Service Learning” on Saturday, November 7th, at the 2009 Northern Regional Conference.

Holiday Party

The French-German Christmas Party will be held at the German-American Club located on 1110 East Lake Mead Ave., North Las Vegas, NV on Friday, December 11th at 6:30 P.M. For more information, please see the party flyer on page 15.

(News Briefs continued on page 8)
Department-Wide Academic Program Review Underway
By Elizabeth Hanley

If you haven’t been involved in the academic program review process, you may be asking “Why do we have academic program reviews and what is the process?” Briefly, academic program reviews are all about continually improving programs offered to our students. They are about accountability. No, it is not a process to make faculties’ lives miserable even though academic program reviews are an area of curriculum evaluation that is faculty driven.

Academic reviews are actually an opportunity to analyze, evaluate, and ultimately describe what programs are accomplishing and explain in depth the process by which educational goals are evaluated and met. In fact, educational goals are also redefined and clarified during the process to meet the ever-changing needs of students. A worthy academic program review is not a rubber stamp of the previous review.

Program reviews are regulated by policies determined by the Nevada Board of Regents and are normally conducted in a five year cycle. A committee of three faculty from the program being reviewed is appointed by the department chair and approved by the dean. If it is not possible to appoint three faculty from within the program, other faculty will be “appointed from the department in which the program resides.” The Program Review Committee members are notified of their appointment before the last working day of September.

This year the Department of International Languages various academic programs are conducting the required Academic Program Review. Committee members appointed within the International Languages Department are as follows:

**Deaf Studies/IPP**
Caroline Bass -Chairperson
Sandra Workman
Amy Litman
Pat Butler

**Foreign Languages A.A.**
Sachie Karasawa -Chairperson
Bette Brickman
Yolanda Hernandez
Saraita Whan-McCarthy

"**Orphan**" **Languages**
Michael Young -Chairperson
David Schultz
Carmen Forner
Richard Williams

**LAS**
Sergio Guzman -Chairperson
Maria Roa
Marcela La Bounty
Ivonne Leavell

(Continued on page 5)
Exciting Dynamics Ushered into ESL Assessment Reporting
by Stephen Peridore

The 2008-2009 ESL assessment report ushered in two new exciting dynamics into the reporting process. First, student achievement is now measured at three critical junctures within the program, namely ESL 121, ESL 128, and ESL 139. These three reference point classes provide a much more comprehensive snapshot of student achievement across the entire program. Second, to assure validity and reliability of evaluation instruments within the framework of this reporting process, the ESL 121 and ESL 128 final exams have now been standardized.

Results from the ESL 121, 128, and 139 final exam data yielded mixed results. Data from the ESL 139 final exams yielded mean scores above the minimum passing level of 70%. However, ESL 121 and 128 data yielded mean scores below the minimum passing level of 70% and deviation from the mean was unusually large, suggesting a need for improvement. In these two particular cases, however, lower performance was most likely attributed to two underlying factors: 1) as pilot final exams, ESL 121 and 128 students knew that scores on these particular exams would not be factored into their final grade, so they may not have taken them as seriously as they would have if they had been included, and 2) the majority of ESL 121 and 128 instructors noted that these two particular final exams were too long and could not be reasonably finished in the given one hour twenty minute time allotment.

Therefore, to address these two underlying factors, the ESL 121 and 128 final exams have undergone two further revisions in terms of both content and length, and will be administered in their finalized forms effective FALL 2009 semester constituting a portion of the students' final course grade.

Can You “Virtually” Learn Spanish Any Place in the World?
by David Leavell

At CSN, students can now learn Spanish from any place in the world. Students can complete an A.A. degree in Spanish right from their home computer. Yes, there are still face-to-face classes and hybrid classes (offered ½ online and ½ in the classroom) for all learning styles. However, now students can also take up to five semesters of Spanish online at CSN starting with our introductory Distance Education Basics of Spanish class (emphasizing basic Spanish structures and conversation) and progressing through our complete four college transfer courses and can even earn an A.A. degree from home. So how does it work?

Almost all of the CSN Spanish online classes start with students learning the language structures through interactive online computer programs where they submit their work and get immediate feedback. These activities cover reading, writing, listening, and yes, even conversational Spanish. Students meet their classmates and instructor online through Live Classes on the “web”, and some instructors now even offer traditional “and” virtual office hours. Students can submit orals, and hear and interact with other students. In our CSN eLearning class we have had students in China, Korea, Guam, Germany, Alaska to Florida and from east coast to west coast “Learning Spanish”. You can now “virtually” learn a language from any place in the world.
The Southern Nevada CATESOL Conference held at the West Charleston Campus on October 9 and 10th attracted more than 110 participants. Attendees came from as far away as Israel to present workshops.

The program featured a wide range of topics for all levels, K-Adult: Testing (IELTS, IBT TOEFL); ESL special education; technology (Googling); and ideas for making learning fun ("Laughter in the Classroom," and "Chalk Talk"). Dr. Charles Routh, Jr., a CSN part-time ESL instructor, gave a presentation entitled, "Cultural Awareness in the ESL Classroom."

Some highlights were Saralyn Lasley’s plenary session, “Using Brain Based Strategies for ELL Language Acquisition”, and Keith Folse’s keynote speech, “Why All ESL Teachers Need to Know about ESL Grammar”. Heinle Cengage Learning, which sponsored Mr. Folse, also donated more than 150 books to the conference attendees. Fifteen publishers displayed their products and donated examination copies and other items for the tote bags.

Of note is that CATESOL’s general manager, Don Sillings, also attended the conference, in part to determine why the Southern Nevada chapter has been one of the most successful of the CATESOL chapter conferences.

If you are interested in becoming active in SNV CATESOL, please contact Sylvia Villalva (svillalva@interact.ccsd.net) or log on to www.catesol.org. Click on “Membership” and then on “Chapters.”

Academic Program Review continued from page 3

These committees examine, analyze, and evaluate information received from institutional research, the dean, and the department chair. They fulfill their responsibilities by preparing a Program Review Document and submitting it to the department chair by the last working day of November.

The Program Review Document then begins a journey through External Reviewers, the Vice President of Academic Affairs, The Academic Standards Committee, Faculty Senate, and eventually moving into the hands of the CSN President, the NSHE Office, and the Board of Regents.

The document accomplishes its purpose by providing “information, analysis, and evaluation that will assist the college to identify program strengths, suggest areas for improvement, and make commendations and recommendations. Program reviews address and evaluate the relevance of the academic program to community needs and the academic needs of the college (CSN Policy ACF #15).”

For more information on CSN Academic Review Policies, please click on this link.

http://www.csn.edu/uploadedfiles/Administration/PoliciesAndProcedures/Academic%20Program%20Review%20Policy.pdf
Student Involvement in Learning Latin  
by James R. Hinds

Learning another language is always a big job for most people, and learning Latin is especially challenging. An instructor must work hard to come up with the most effective strategies to help students learn and insure that they will reap the greatest benefits from the experience. Some of these methods and considerations work for any language and others are more for just Latin itself.

First, I believe that students gain mastery over language in proportion to the role they give it in their own lives. They must live it as they practice it. I try to deal with this in a couple of ways.

Initially, each new student gets a Latin name. When I call role, I go through the cases for that name, and the student must answer in one of the five other cases (excluding the vocative) of the Latin noun. Hence *Quid est tibi nomen?* requires *Julius* while *Quid nomen habes?* needs *Julium*, and so on. This involves the students more personally than if I have them simply memorize the paradigm for a Latin noun.

I also have students write a Latin version of their morning, using an account of my morning as a model. Neologisms, especially formed from Latin words are supplied where needed. I am sure purists would roll over in their graves, but it gets students involved.

Later on we read and translate a two thousand year old account of a Roman boy’s morning, in his very different world, by way of contrast.

Finally, I include an oral component in this course, recognizing that languages necessarily involve the spoken, as well as the written word. When students make the study of a language part of their lives, success is more likely, and retention of the material over time is better, or so I believe.

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ESL Accreditation continued from page 1

Some of the ESL Program’s strengths as were observed by the review team were mentioned during the exit briefing. First, the faculty is a "very solid group" that cares tremendously, and this is reflected by their actions. Second, the faculty is committed to making the program better. Finally, they said the leadership was “strong” (department chair and lead faculty) and receives a lot of support from faculty.

The site review team also mentioned other factors which they found “outstanding.” Among these were benefits ESL students receive through Student Services because the program is a part of the college. The International Student Center Foundations Class and Orientation is of “great” benefit to the international students. Lab managers and assistants stood out because of advising, understanding of and empathy with students, and the ability to convey information well.

The CEA site review team confirmed the ESL Program self-study recommendations that areas for development include curricular review and planning, testing and placement, and clearly stating outcomes so that they are always transparent to students.

The final decision on whether the CSN ESL Program will be granted accreditation will be made at the CEA Board of Director’s meeting in Washington, D.C. in April. The CSN ESL Program will be advised of results at that time.
Fulbright-Hayes Scholar Anderson Continued from page 1

seminar was the “tension between tradition and modernity.” To explore, participants traveled throughout Morocco, visiting most major cities, including Tangier, Chefchaouen, Es-Saouira, which included a visit to a women’s argan-oil cooperative, and Casablanca. There were also visits to the current capital, Rabat, and the former imperial cities of Fez, Meknes, and Marrakesh, where home-stays with Moroccan families had been arranged.

During the independent study period of the seminar, Professor Anderson spent additional time in Rabat and visited an English-language school in Kenitra, where she spent time with the lead teacher's family. She also carried out research on her primary topic, the changing role of women in Morocco.

Highlights included a lecture by the noted Moroccan feminist scholar, Fatima Sadiqi, an introduction to the Arabic dialect of Morocco, which is vastly different from other dialects of Arabic, the role of the Berbers in Moroccan culture, a visit to a Berber village, and a camel trip into the edge of the Sahara and an overnight in the desert.

Upon returning, Professor Anderson created a PowerPoint lecture on women in Morocco, presented during International Education Week at CSN, and a detailed curriculum module on the same topic for a proposed course on Middle Eastern culture, which is in development.

Let Your Fingers Do the Talking
By Caroline Bass

The Deaf Studies Program and the Sign Language Interpreter Preparation Program are running at full speed! Recently, there was a renewal of the American Sign Language (ASL) Club with a new slate of board members and activities to keep our students in good form as they practice what they learn in their classes. The International Languages Lab is always a flurry with hands moving in the air as the students practice their Sign Language and Interpreting materials diligently.

The students in the Interpreter Preparation Program’s Observation/Practicum class are getting out in the community and are participating in “Service Based Learning” by volunteering at various venues and getting their hours for the course requirements done quickly. We anticipate a new crop of interpreters to hit the scene next May, ready to work and add to the existing pool of interpreters providing services to our community.
The Fulbright-Hays Summer Seminar program is designed to help scholars improve their understanding and knowledge of the peoples and cultures of other countries.

Professor Manning, absorbed the country's history and culture, geography, politics, languages, literature, religions, attended seminars and met with Senegalese professors. Her travels included the holy city of Mourides Touba, the old French colonial capital of Saint-Louis, the island of Gorée from which the majority of West African slaves were shipped to the Americas, and the Saloum Delta.

Professor Manning also spent more than two weeks in Dakar, the capital city.

Since returning, Professor Manning has begun incorporating what she learned into her second-year French courses. Interestingly, Senegal was the only francophone country mentioned in the current textbook for that class that she had not visited.

In addition, Professor Manning will develop one thousand photos taken in Senegal into a PowerPoint presentation incorporating contemporary Senegalese music. This will be shown not only in the classroom, but also to the Francophone Club and French Club during National French Week from November 4th through 10th of this year.

Professor Manning intends to familiarize CSN students, faculty, and staff with Senegalese culture by having monthly Senegalese film showings at Francophone Club meetings.

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News Briefs Continued from page 2

French Club Meetings

French Club Meeting will be held in Building I room 301 from 12:00 P.M. to 2:30 P.M. on the following dates: February 12th, March 12th, April 9th, and May 7th.

Dr. Brickman Facilitator at CATESOL Conference in Concord, CA

Dr. Bette Brickman facilitated a combined community college and adult level rap session focused on plagiarism issues at the CATESOL Conference in Concord, CA on November 7th, at the 2009 Regional Conference.

CATESOL 2010 Community College Student Essay Contest

A $500.00 prize will be awarded to the winning entrant in this essay contest. Deadline for submissions is Friday, January 29th, 2010. Please contact Bette Brickman at 651-5531 for further details.

You Are Wanted!

Volunteers needed as proposal readers for the 2010 CATESOL state conference. They are expecting a large number of community college submissions, so please volunteer to review submissions in November if you are interested. The proposal closing date will be on November 13th. Please contact Bette Brickman at 651-5531.
Googling for Plagiarism
By Amy Litman

Although I attend CAPE workshops, am a frequent caller of the Help Desk and am willing to learn about technology even if the left side of my brain is losing the fight, there is always something that my students are technologically aware of that eludes me. While teaching English in Japan 13 years ago, one of my students showed me how to send an e-mail. At that time, it seemed inconceivable that access to information on every topic across the planet would be the touch of a key away. Students’ knowledge of technology is both a help and a hindrance to their English progress, but preventing plagiarism in ESL writing is one issue that continues to be a challenge.

In 1997 in Japan, student writing was simply student writing. I almost miss the papers I graded back then that all started with “These days.” At least I knew that they were written by students. In just the last few years, however, it seems that students’ use of the Internet is so automatic that sitting down to write a paper by themselves is the least natural part of their lives. Snatching information from Internet sources has become so widespread that Internet sites popped up years ago to check whether or not student writing was authentic. A recommended site is www.articlechecker.com. Just type in a few of the best written sentences from a student’s paper, and this device will automatically detect which phrases were lifted from the Internet, if any. Some professors require their students to submit their essays by e-mail so that they can quickly and conveniently submit them to a website that checks for plagiarism. A printout from the website shows the percentage and identification of plagiarized words.

For graded assignments in writing classes, there are other ways for instructors to detect cheating besides using plagiarism websites. One is merely being aware of your students’ abilities. Knowing what they are capable of is the simplest way to determine whether they have written their papers themselves. Teachers often give writing assignments on the first day of class which they keep for the duration of the semester to refer back to. In case of a significant discrepancy, talking to the student about his or her writing is often all that is needed to make a determination. Throughout the semester, giving in-class writing assignments, particularly for the rough draft and then initialing the rough draft at the end of class, easily verifies the extent of the changes that are made between the rough draft and the final copy.

Last week while giving a writing exam in a classroom similar to the language lab with a computer for every student, the directions given were “no use of the Internet and no bilingual dictionaries.” Although they had been told that I had access to their computer screens via the magic machine at the front of the room that enables the instructor to push a button corresponding to each computer to view the student’s screen, some students apparently did not comprehend this bit of information. Allowing students to use Microsoft Word on an exam actually enables them to access bilingual dictionaries and translating programs directly from the ‘review’ tab on their document. This realization means that, as teachers, we not only need to be more aware but downright vigilant of what they are capable of accessing with ease. On the next exam, I plan to give them each a bottle of white out and a manual typewriter like the one I learned to type on. I miss the good old days!
The development of the English as a Second Language (ESL) Program at Clark County Community College (CCCC) was defined not only by the local political and social climate but also by what was happening globally. Locally, from 1970 to 1980 Nevada’s state population increased 63.5% with the Las Vegas population experiencing a gain of 69.1%. In March of 1978, there was talk of splitting off the community colleges from the Board of Regents because of the feeling that the Board ignored the needs of the colleges in favor of the universities. This controversy had lost momentum by the end of the decade.

The slight policy shift to move the CCCC ESL Program from a developmental focus toward an academic focus which had begun in 1976 continued to gain strength. This shift was driven by attitudes and policies in the faculty and in the Nevada Legislature. In addition, what was happening world-wide was starting to affect the local ESL Program.

Immigration

Two “outside” phenomena have greatly contributed to the parenting of English as a Second Language (ESL), immigration and globalization. The phenomenon of migration was first on the scene. Without migration, ESL would not exist. The exodus and movement of various peoples were the forces that necessitated development of ESL curriculum. Inherent in the task of building ESL curriculum was the responsibility of meeting the needs of both immigrants and the community.

During the early 1970s, the majority of the student population at Clark County Community College (CCCC) had been Hispanic. The Mexican population grew significantly, and the first Cuban refugees seeking political asylum started arriving in the 1960s and continued arriving during the next few decades.

Vietnamese refugees displaced by the Vietnam War were coming into Las Vegas under provisions of the Indochinese Resettlement Program. Although the number of Spanish-speaking students did not decline, the majority of immigrant students at CCCC shifted from Spanish descent to Asian descent. The shift from Hispanic to an Asian student majority at Clark County Community College resulted in part from changes in immigration laws during and after World War II. The China-U.S.A. alliance had led to the repeal of The Chinese Exclusion Act of 1882 in 1943.

Furthermore, enactment of The Immigration and Nationality Services Acts of 1965 allowed immigration of citizens from formerly excluded countries and granted citizenship and land ownership rights to Asian immigrants. This combination of historical events precipitated the shift from a Hispanic to Asian student majority in the CCCC population which lasted until the latter part of the 1990s.

Other immigration laws were passed enabling displaced Europeans to enter the U.S.A. As more and more refugees arrived, ESL class offerings grew from one section per semester in 1971 to twenty-eight sections per semester in the spring 1982 session, each section having a 25-student capacity.

1980 Northwest Accreditation Assessment

The 1980 Northwest Accreditation assessment of the ESL program noted that enrollment was too dependent on voluntary traffic; there was no recruiting, no pre-testing, and no meaningful assessment. (Continued on page 11)
Northwest Accreditation recommended that students be taught on a one-on-one basis, better facilities be provided, a broader cross-section of students be served and more faculty be hired. At that time, there were four full-time faculty and 11 part-time faculty in the Developmental Department.

**Globalization**

Passage of these laws signaled a change of attitudes toward globalization and internationalization. This change of attitudes was reflected in plans for the future of CCCC. The 1983 Master Plan addressed competing for students in the international arena. Partnerships with industry were mentioned.

In 1986 the Immigration and Reform Control Act, the first of several amnesty acts, granted blanket amnesty to 2.7 million illegal aliens in the U.S.A. Amnesty afforded these formerly illegal residents to legally enroll in ESL classes. Correlating surges in ESL enrollment followed enactment of new amnesty legislation. To add to the influx of students, Central American refugees escaping poverty, state terror, and civil war had begun to arrive in Las Vegas throughout the decade. In the 1990s, the number of ESL class sections offered continued to increase in an effort to meet the needs of these new students.

In 1993, the ESL program was moved into the Foreign Language Department, although still considered developmental in nature. Following this move into the Foreign Language Department, the 1993 College Master Plans stated a new objective of expanding development of a more aggressive and integrated ESL program. This was proposed to accommodate both increasing student enrollment and possibly to facilitate entering the competitive international student market.

Next Issue: 1990s—2000s—Amnesty, international students, and the CSN ESL Program
Conversation SPANISH
Spring 2010

Span 198B
Conversational Spanish
For Second Year Students

Mon & Wed 5:30-6:50

Professor: Marcela Labounty

Enroll in a class where you will have fun doing skits, interacting with others, analyzing and critiquing movies of the Spanish speaking world, and practicing, practicing, practicing your Spanish.

This course is designed for those students who have completed two semesters of second year Spanish or have the equivalent knowledge.

The new textbook “Sueña” will be different from the Spring 08 semester and will be used for vocabulary expansion purposes and to follow certain themes but the emphasis will be on conversation. The student will be practicing the grammar he/she learned during past semesters. This course is designed to encourage the use of the target language (Spanish) in conversations, discussions, presentations, film analysis and more during class time. Current and controversial themes will be presented and all students will have the opportunity to express themselves.

Sign up and get ready for: ‘Conversaciones en español’.

For more information contact: Marcela LaBounty at 651-5845

Marcela.LaBounty@csn.edu
French Club Meetings
Spring Semester 2010

West Charleston Campus
Building I, 301
12:00PM – 2:30 PM

February 12th
March 12th
April 9th
May 7th

COME AND JOIN US! CALL
651-7673

FRENCH CLUB ADVISOR
Natalie Odom
nathalie.odom@csn.edu
French-German Christmas Party

German-American Club
1110 East Lake Mead Ave.
North Las Vegas, NV 89030
(702) 619 - 8503

Friday, December 11
6:30pm

Menu [$12 per person]
1. Rouladen (beef)
2. Schweinshaxen (pork shank)
3. Wiener Schnitzel (pork cutlet)

Award Ceremony
Christmas Music
Poems

Deadline for reservation: December 6th.
For more information, please contact:
elifie.manning @csn.edu    (702) 651-5995
**Eric Vincent**  
Famous French Singer, Guitarist, and Songwriter in Concert  
Live!

November 30, 2009  
Horn Auditorium - Cheyenne Campus  
6:30pm - 7:45pm  
Tickets: $5 per person, pre-paid

Contact: Professor Elfie Manning  
elfie.manning@csn.edu  
651-5995