

THE LOG

Divine Word College

November 30
2021

A Bulletin for the Divine Word College Community

Vol. 41 No. 16

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THE PRESIDENT *Fr. Tom Ascherman, SVD*

Born Again—in Advent

Are you born again? Many evangelical churches stress Jesus' teaching about a second birth. During Advent, as John the Baptist takes center stage in the readings and songs, it is good for us to reflect on our second birth. We are reminded of our own baptisms.

When we were first born, we entered into a rapid process of physical growth, psychological maturity and learning. We came into the world bathed in maternal waters, and every day, until our death, we are still in the process of being fully born.

When we are born again, a second birth initiated in the waters of baptism, we enter a process that prepares us for eternity. From family, friends, and fellow church members, we learn to open our hearts to God, to our neighbors, and to the Kingdom that awaits us.

This Advent, I am thinking of the many people and events who have helped awaken me to eternity. I remember especially:

- I was baptized in 1954 in St. Paul, Minnesota. My godparents were my aunt and uncle.
- My parents taught my siblings and me to pray as we knelt together before bedtime.
- My grandmother, Theresa, was the first to tell me about guardian angels (~1959).
- The Holy Spirit opened me to the call to holiness (1961). After that memorable experience, I wanted to serve as a priest and educator.
- The Sisters who were my grade school teachers (and first catechists) prepared me for First Communion (1962). That was a day I hungered after, and recall with great joy.
- My grandfather Lawrence taught me to say the rosary as he taught me how to make them.



- Dr. Martin Luther King shared his dream with the whole nation and with me (1963).

- The teachers at St. Pius X grade school in Urbandale, Iowa, put a poster on the

continued next page

bulletin board presenting missionary life. There were postcards to return to Divine Word College to show interest, and I was very interested (1966).

- Fr. Fred Rudolph SVD and many other vocations directors kept in contact (1966-1972).
- Fr. John Acrea, a high school teacher in Des Moines, took special interest in me and in my friends-classmates.
- Divine Word College (1972-1976) helped open me to the wide world, gave me the best teacher I have had in my life, Fr. Gary Riebe SVD, and introduced me to two of my best friends and classmates, Fr. Mark Weber SVD and Fr. Ken Hamilton SVD.
- The SVD Novitiate in Bay St. Louis, Mississippi, gave me a talented and kind spiritual director in Fr. John Stoessel SVD who guided me through life-changing experiences in the Ignatian Spiritual Exercises (1976).
- The SVD Theologate in Chicago and CTP in Mexico (1977-1982) taught me a lot about God and ministry. I also learned how little I really knew. I rediscovered the story of Our Lady of Guadalupe in Mexico, and it has guided my personal and professional life ever since.
- While on retreat at New Melleray Abbey (1982), the Holy Spirit visited once again, and confirmed me on my path as a missionary. At that point I was still considering entering a monastery to do my adventuring within rather than out among God's people.
- My first assignment was to teach at DWC (1983-1985). I learned to delight in liturgy, teaching and preaching. I also learned again that I had a lot to learn.
- I visited Rome for the first time in 1988 for the SVD General Chapter. I helped as the Society chose to speak of our SVD spirituality as a Passing Over.
- In Mexico City, working among the poor (1991-1994), I found another close life-long friendship with Fr. Tim Norton SVD. Though our parish was enormous, with 300,000 inhabitants, I had the uncanny feeling that I was exactly where God wanted me to be. In spite of hardships and sickness, I could touch deep-seated joy.
- In Rome again, working for the general administration (1995-2006), we came to understand the mission of the SVD as Prophetic Dialogue. Dialogue is possible only if we trust the Spirit in ourselves and in our dialogue partners. I also discovered the ugly visage of clerical ambition in many young clerics in Rome, and in me.
- In Techny, serving as Provincial (2011-2017), I found myself growing in compassion and patience, especially with confreres who were in trouble of one sort or another.
- In Epworth, as President, I have, once again, that uncanny feeling that I am exactly where God wants me to be. It gives me profound JOY to help prepare another generation of missionaries. They are my hope.

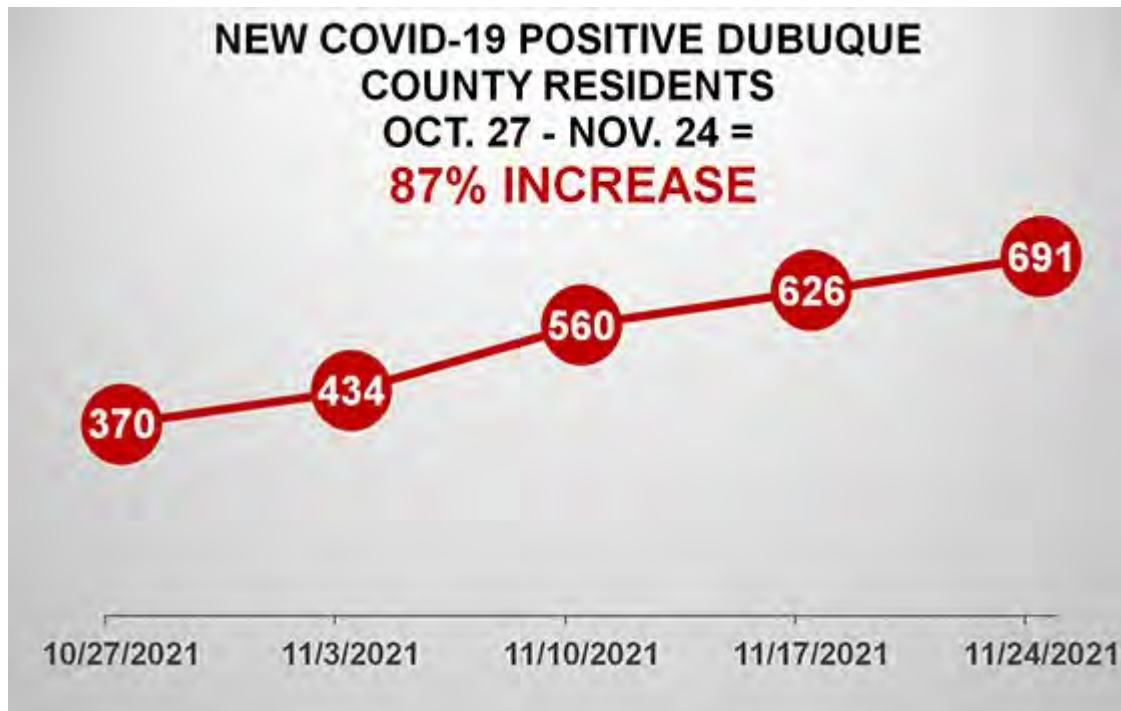
Please do excuse the long list of milestones of my second birth. Perhaps some of the experiences I note have an echo in your own interior life.

This Advent, make your list, check it twice, and marvel at the way God is leading you to the fullness of being born again.



DWC COVID-19 Dashboard

	Number of Tests	Tested Positive	Number Self-Isolated	Number Recovered	Vaccination Completed	Booster
2020-2021	913	50	50	50	129	0
August 1- Sept. 4	231	0	0	0	4	0
Sept. 5 - Oct. 2	78	0	0	0	2	0
Oct. 3 - 30	105	0	0	0	0	12
Oct. 31 - Nov. 6	21	1	1	0	0	1
Nov. 7 - 13	30	0	1	0	0	2
Nov. 14 - 20	25	0	0	0	0	12
Nov. 21 - 27	16	0	0	0	0	1



The surge in COVID infections continues unabated in Dubuque County. Over the past month, the number of persons per seven-day period with new infections has grown by 87%.

A new variant, Omicron, is causing concern. Though the symptoms associated with the virus are reportedly mild, it is apparently much, much more contagious.

Many will receive a booster for their COVID vaccination today at DWC. Wearing a mask while in indoor public settings is highly recommended. When returning from Christmas vacation, we will all be tested once again.

For more information, go to: <https://www.cityofdubuque.org/CivicSend/ViewMessage/message/158465>

Board of Administration

The Board of Administration met during the months of September and October, and November discussing several items:

Discussed COVID-19 guidance.

Reviewed and approved revised Financial Aid procedures.

Reviewed the annual financial audit and commended the Business Office for exceptional work.

Awarded the Presidential Scholarships.

Reviewed and accepted the Student Exit Interviews for 2020-2021.

Approved the Annual Fire and Safety Report for 2020-2021, the Crime Statistics Report, The Drug-Free School and Campus Regulations Report and Biennial Report. These reports are available on the College website and the Student Bulletin Board.

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Fr. John Szukalski, SVD

Congratulations December 2021 Graduates!

Listed below are the expected graduating students for the Fall 2021 Semester, with corresponding degree major and minor, pending successful completion of any remaining coursework and the attainment of cumulative grade point average (C-GPA) requirements. These students, along with the other expected graduates for the Spring 2022 Semester, will be officially approved for graduation by the Board of Trustees at its May 2022 meeting.

Congratulations on your hard work, perseverance, and academic success!

<u>Name</u>	<u>Degree</u>	<u>Graduation Date</u>
Sr. Tho Thi Trinh, ICM	BA THM (Minor ICS)	December 10, 2021
Sr. Norelly Rodriguez Manosalva, RCS	BA THM (Minor ICS)	December 10, 2021
Sr. Tuyen Thi Thanh Nguyen, IHM	BA ICS (Minor THM)	December 10, 2021
Sr. Duong Thi Thuy Nguyen, LHC-H	BA THM (Minor PHI)	December 10, 2021

DIALOGOS

The November 2021 issue of the Academic Newsletter for Divine Word College—DIALOGOS—is appended to this edition of the LOG. Read about professional development activities and conference attendance from several faculty members.

Senior Synthesis Capstone Presentations

Four graduating seniors will present their synthesis capstone projects on Thursday evening December 2, 2021 in partial fulfillment of the requirements for earning their respective Bachelor of Arts degrees. Each presentation will last about 20 minutes with up to 10 minutes for follow-up questions and discussion. Capstone presentations provide an opportunity for students to showcase their learning and research in areas of particular interest. Audience participants will have an opportunity to engage presenters in meaningful dialogue regarding their capstone projects... while avoiding nasty “gotcha” questions intended to stump or confuse students. (Please note there are no capstone presentations held on Tuesday, November 30.)

Sr. Duong Thuy Thi Nguyen, LHC-H – “A Pilot Ministry Program of the Sisters of the Lovers of the Holy Cross for Children with Down Syndrome in Hue Diocese-Vietnam.”

A Theology & Mission Capstone Presentation

THM Capstone Instructor: Fr. Stephen Kha Nguyen, SVD – Assistant Professor of Theology

Sr. Tuyen Thanh Thi Nguyen, IHM – “A Narrative Gerontology Approach for The Immaculate Heart of Mary in Nha Trang, Viet Nam.”

An Intercultural Studies Capstone Presentation

ICS Capstone Instructor: Bro. Brian McLaughlin, SVD – Instructor of Interdisciplinary Studies

Sr. Norelly Rodriguez Manosalva, RCS – “Engaging Laity as Volunteers in the Ministry of the Religious of Social Communication (RCS) in Cajicá - Cundinamarca, Colombia.”

A Theology & Mission Capstone Presentation

THM Capstone Instructor: Fr. Stephen Kha Nguyen, SVD – Assistant Professor of Theology

Sr. Tho Thi Trinh, ICM – “Religious Community Life as a Source of Energy for Mission: Implementing a Holistic Renewal Program to Foster an Authentic Sense of Belonging in the Society of the Incarnation-Consecration-Mission.”

A Theology & Mission Capstone Presentation

THM Capstone Instructor: Fr. Stephen Kha Nguyen, SVD – Assistant Professor of Theology

Advent Luncheon – 11:50 a.m. – 1:00 p.m. on Friday, December 3, 2021

Modified Class Schedule

The annual DWC Advent Luncheon will take place from 11:50 a.m. until 1:00 p.m. on **Friday, December 3, 2021***. In order to accommodate this college-wide event, classes will be held according to a modified schedule. Please carefully note the starting and ending times for each class period as listed below.

Friday, December 3, 2021 – Modified Class Schedule

Undergraduate Classes

9:00 a.m. class	9:00 – 9:50 a.m.	No change
10:00 a.m. class	10:00 – 10:50 a.m.	No change
11:00 a.m. class	11:00 – 11:45 a.m.	Ends 5 minutes early
1:00 p.m. class	1:15 – 2:05 p.m.	Start delayed 15 minutes
2:00 p.m. class	2:15 – 3:05 p.m.	Start delayed 15 minutes
3:00 p.m. class	3:15 – 4:05 p.m.	Start delayed 15 minutes
4:00 p.m. class	4:15 – 5:05 p.m.	Start delayed 15 minutes

ESL Classes

9:00 a.m. class	9:00 – 10:50 a.m.	No change
11:00 a.m. class	11:00 – 11:45 a.m.	Ends 5 minutes early
1:00 p.m. class	1:15 – 2:05 p.m.	Start delayed 15 minutes
2:00 p.m. class	2:15 – 4:05 p.m.	Start delayed 15 minutes

* The change from the originally scheduled Wednesday, December 1 date as published in the Almanac is necessary due to an important SVD Regional Assembly at Techny, IL on that day.



Assessment Bites

What is happening and what am I supposed to do?

If you are lost or confused, please refer to the following resources:

I have compiled templates for the following documents:

- Syllabus template
- Signature Assignment description template
- Signature Assignment rubric template
- Annual Undergraduate Assessment Report template
- Samples
- Etc.

Assessment Guide for Undergraduate Faculty: this document provides a timeline for faculty and all templates that faculty need to get through an assessment year!

DWC Assessment Populi Group: all things related to our assessment can be found here! I upload all templates, PPTs, approved and unapproved docs, etc.

Yasmin Rioux, Ph.D. Director for Institutional Effectiveness: I'm also here if you need anything!

VICE PRESIDENT FOR FORMATION DEAN OF STUDENTS

Fr. Long Phi Nguyen, SVD

Student music recital and capstone presentations

Just a reminder that the Student Music Recital and Senior Synthesis Capstone Presentations will take place on Thursday, December 2, at 1:00 pm and 7:30 pm in the main chapel, respectively. Please come to support your classmates.

Vocation Mass

The Ephesians Formation Group will organize their vocation Mass on Friday, December 3. Please come to pray for an increase of vocation in religious life, especially for Fr. Thang Hoang and members of his formation Group.

Our Lady of Guadalupe Celebration

As Advent days continue, we pause to celebrate the feast of our Lady of Guadalupe, patroness of the Americas, on Saturday, December 4. We will begin with a solemn Eucharist at 11:00 am in the main chapel followed by special lunch in the dining room. Semi-formal attire and attendance are expected. Please come and let us celebrate our Lady and ask for her intercession for the Americas and for a successful exam week and Christmas.

Christmas break

Get ready for your Christmas break! Please get in touch with Fr. Son Le, SVD, for your travel arrangements. All traveling and contact information must be approved and submitted to the Dean as soon as possible.



DWC actors to present "A Christmas Carol in Epworth."

Don't miss Fr. Sam Cunningham as Ebenezer Scrooge in this heartwarming tale of redemption.

The stage for the production is the front lawn of Arkfeld House at 5:30, 5:50, 6:10, 6:30, 6:50 and 7:10 p.m.

Epworth Country Christmas will surely get you in the holiday spirit. This is a unique drive-thru experience complete with Christmas music on KDST 99.3FM, a live nativity, animated window displays, holiday lighting, treats and a scavenger hunt! It will be lots of fun.



Wednesday, December 1
5:30 - 7:30 PM

VICE PRESIDENT FOR ADMISSIONS

Mr. Len Uhal

Online Zoom Advent Prayer Service

Join the SVD and SSpS vocation teams as they host an online Advent Prayer Service via Zoom this Thursday night, December 2nd at 8:00 PM. The Zoom link is:

<https://us02web.zoom.us/j/89673426695?pwd=KzIOMTRUdUYxVDVVC3dnV28yeG5WZz09>

All are welcome!



The Word Among Us

The vocation office staff distributed the most recent issue of The Word Among Us last week in preparation for the First Sunday of Advent this past weekend. All students should have received a copy of the prayer booklet in your mailbox just before Thanksgiving. There are a few additional copies left in the vocation office if anyone needs one, including a few in Spanish. Please continue to pray for the anonymous benefactor who makes these prayer books available to us during the school year.

Mass for Vocations

As this is the last issue of The LOG before the Christmas break, the vocation office takes this opportunity to thank the Ephesians Formation Group for planning and assisting with our monthly Mass for Vocations this coming Friday. Our vocation team appreciates the ongoing prayers and support for our ministry. Be assured of the team's prayer for the entire DWC community as we all continue to grow in our commitment to God's call to service.

Continuing Education Classes

All SVDs living at Divine Word College and all employees are most welcome to take classes at the College. The ability to take classes free of charge is a benefit to College employees and their immediate family members (spouse and children). Visit <https://www.dwci.edu/continuingeducation> for a complete list of classes offered in the Spring 2022 Semester. Contact Len Uhal if you have questions about taking a class for credit or audit.

Christmas Vacation – Take some SVD literature with you

While you are away from Divine Word College during your Christmas vacation, please consider helping promote the Divine Word Missionaries and DWC wherever you go. Share your experience about being at Divine Word College. Stop by the vocation office and get some literature to leave at a parish where you might visit or to give to a friend who may be considering religious life. Any help to promote religious vocations and Divine Word College is most appreciated. Remember, there is a \$200 stipend to any student who refers and SVD candidate to the vocation office and the person enrolls at DWC. Blessings on your exams and have a wonderful Christmas break!

VICE PRESIDENT FOR OPERATIONS

Mr. Steve Winger

The generator is here!

The backup generator finally arrived. This project has been on our wish list for many years and now we are very close to completing the installation. The 250 kW diesel generator was set in place on Tuesday and will be connected to the main building over the next several weeks. After that, it will be completely installed and ready for emergency use in the case of a power loss. We also received a smaller 20 kW generator to be installed at Megan Hall. Once installed, this generator will provide backup power for Megan Hall independent of the main building. We are relieved to know that we can continue operations no matter what Mother Nature throws at us.



January

- | | |
|------------------------------|---------------------------------|
| 1 Hung Duc Nguyen | 15 Sr. Anna Trang Mai, IHM |
| 2 Sr. Duong Y, IMM | 15 Fr. Linh Pham, SVD |
| 5 Ann Maiers | 17 Khoa Kinh Bui |
| 6 Vuong Minh Vu | 20 Sr Liem Hong Nguyen, IHM |
| 6 Ronna Brown | 21 Sr. Dung Kim Mai, LHC |
| 7 Fr. Raymond Akumbilim, SVD | 22 Sr. Thuong Hoai Phan, FMV |
| 8 Bro. An Van Nguyen, OCist | 24 Son Hoang Vu |
| 10 Fr. Emilio Reyes | 25 Fr. Stephen Khan Nguyen, SVD |
| 11 Sr. Diem Hong Ngo, IHM | 27 Sr. An Thuy Ngo, LHC |
| | 30 Sr. Margaret Kissani, SSps |





Sr. Oanh Ung LHC of Qui Nhon graduated Magna Cum Laude from DWC in December 2015. She completed a BA in Theology & Mission with a minor in Intercultural Studies. She completed ESL and undergraduate studies starting in 2009.

Currently, Sr. Oanh is a student at Palm Beach Atlantic University with a major in Practical theology. She commented about her time at the College: "DWC is like my second home. In that place, I had both a supportive environment and challenging experience of learning new languages and cultures. It offered a great opportunity for my transformation."

Sr. Ho Nguyen LHC of Hung Hoa, started ESL studies in 2008 and then completed a BA in Theology & Mission with a minor in intercultural studies. Sr. Ho graduated Magna Cum Laude on May 15, 2015.

Currently, Sr. Ho is a doctoral student at Villanova University in Pennsylvania. She is studying Christian Spirituality and Biblical Interpretation with a particular interest in Pauline Literature and the works of St. Edith Stein. She is exploring whether and how Edith Stein's spirituality and science of the cross is guided by the writings of St. Paul.



Recently she wrote: "During my time at DWC, I not only studied for my courses, I also considered DWC as a family and community. I really loved to participate in activities at DWC such as culture dinners, Mission Sundays, group retreats, the Lunar New Year, and the SVD feast days. In particular, I had the opportunity to be a cantor and a lector at Masses, to join in singing with other students. It was also a privilege for me to work on special events with the SVD priests and brothers, faculty, staff members, and students. All these have transformed and influenced who I am today. These also demonstrate SVD spirituality in terms of inculturation and the idea of unity in diversity as "One Heart Many Faces." For me, this phrase is an SVD slogan that reminds me to practice it wherever I go. I appreciate what I have learned from the DWC family. I am grateful!"



DIALOGOS

διάλογος

The Academic Newsletter for Divine Word College

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PROFESSIONAL MEMBERSHIPS

FR. JOHN A. SZUKALSKI, SVD, PH.D., VPAA



One of the great fringe benefits at Divine Word College is that full-time faculty are eligible to receive reimbursement for individual membership dues in a professional

academic association. According to the DWC Policy Handbook:

Intellectual growth is manifest, not only by the faculty members' belonging to and regular attendance at professional associations and societies in their respective fields, but also by active participation in their activities on local, regional, and national levels and by contributing to professional knowledge through scholarly publication.... The College will pay for at least one professional membership fee. (7.02.05)

While colleges and universities hold institutional memberships in various professional organizations, it is frequently up to faculty members to pay for their own way when it comes to membership dues in professional organizations. That's why I want to encourage all full-time faculty to

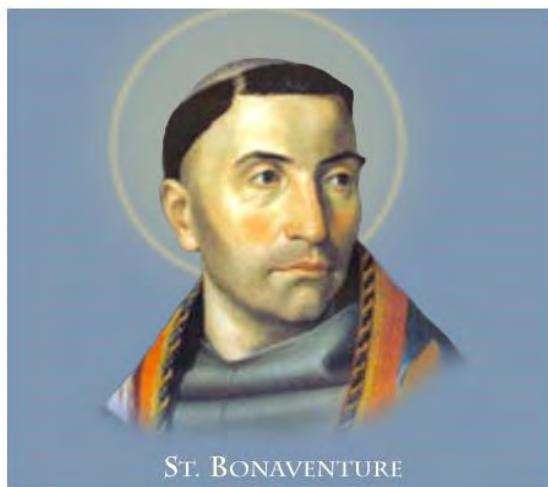
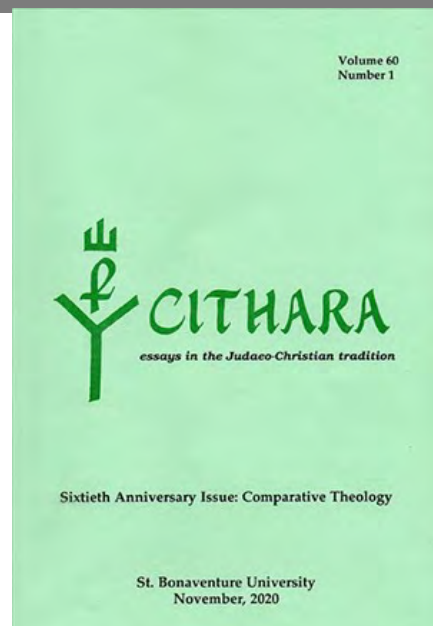
make use of this great DWC benefit and join a professional academic association in one's chosen field. Membership provides many advantages, including access to website resources and webinars, annual subscription to peer-reviewed journals, networking opportunities with other professionals, and discounted fees for annual conferences.

I personally have been a member of the Catholic Biblical Association (CBA) since 2002. The CBA's purpose is "to promote, within a context of faith, scholarly study in Scripture and related fields by meetings of the association, publications, and support to those engaged in such studies." Membership has allowed me to stay current in my field of Sacred Scripture, to read scholarly articles, attend and present at conferences, and network with other scholars. All these have positively impacted my professional development, and most importantly, my teaching and student learning.





Dr. Benjamin Winter recently published an article in the November, 2021 edition of the peer-reviewed Journal *Cithara*. His research explores the notion of "identity" in various works of Saint Bonaventure (d. 1274). It is no exaggeration to state that "identity" is one of the most contested topics in today's world. Upon this concept hinge a plethora of vexing issues, with ramifications ranging from personal to political. Globalization only further complicates the challenge, and the right has responded with a renewed nationalism. Addressing the same uncertainty, the left has emphasized the uniqueness and incommunicability of personal identity. In the interest of seeking a middle path, Dr. Winter's article presents a reading of Saint Bonaventure that highlights his surprising comment that humans ought to "love that which we are." Taking primary inspiration from *The Breviloquium* and *Disputed Questions on the Knowledge of Christ*, his paper articulates Bonaventure's understanding of human identity in three categories: God's knowledge of us, our knowledge of ourselves, and charity's proper ordering of this knowledge into "four loves." What emerges is an understanding of human identity that is robust in its commitment to both self-knowledge and self-gift.



"Dr. Winter's article presents a reading of Saint Bonaventure that highlights his surprising comment that humans ought to love that which we are."

SCHOLARLY INVOLVEMENT

DR. YASMIN RIOUX

DIRECTOR FOR INSTITUTIONAL EFFECTIVENESS



In the spring my research (conducted at DWC) on environmental writing was accepted for presentation at the Conference on College Composition and Communication. My contribution - "Expanding Our Audience: Examining Multilingual and Diverse Students' Responses to Place-Based Ecomposition to Address a Global Threat with a Global Audience" - was part of a collaborative effort and roundtable discussion comprised of the co-authors of a forthcoming text on writing in the Anthropocene. I addressed my previous research on environmental writing, the creation of shared physical spaces and multilingual writers, and sustainability.

Also in the spring, I published a narrative on using writing and aspects of composition beyond and outside of the classroom for the creation of more empathetic and compassionate communities. My work "Composing Compassion" was published in the Spring issue of the College English Association's The Forum.

Over the summer, I was invited to present another project (primary research at DWC) at a joint conference between the Technische Universität Dortmund and University of Oklahoma. The conference was titled "Building Bridges/Dismantling Racism for the Common Good" and asked for work that featured interdisciplinary approaches to addressing issues of equity, diversity, and racism.

In my presentation, "Building bridges through interdisciplinary practice: Creating inclusive and shared places through narrative writing in a distinctively Intercultural

Communication class", I shared my findings that focused on and explained how the shared practice of narrative writing can act as a foundation for collective physical and symbolic spaces where students in an Intercultural Communication class can find ways to combine prior knowledge with content knowledge. By creating a shared space where stories become a central component of a class, the students can use narrative writing as a way to focus on and examine their multifaceted, multi-lingual, multi-geographical, and interdisciplinary identities through the collective act of textual production that foregrounds inclusion and diversity.

This fall I attended the annual Drexel Assessment Conference. While I did not present here, attending was very insightful and interesting and enabled me to network, participate in a three-day long workshop on assessment tools, and listen to interesting keynote speakers from Drexel, TAMU, and the Naval Academy.

<https://journals.tdl.org/ceaforum/index.php/ceaforum/article/view/7184>

"By creating a shared space where stories become a central component of a class, the students can use narrative writing as a way to focus on and examine their multifaceted, multi-lingual, multi-geographical, and interdisciplinary identities ..."





An article of mine was recently published in *SVD Verbum* entitled

“Language Acquisition: Basic Principles and Practical Applications.” In the paper, I highlight the importance of practice, or “input,” when learning a language, and encourage language learners to seek out input wherever they can in order to improve their language proficiency. The paper is organized into two sections: 1) A brief examination of why input is important, with a quick overview of language acquisition theory, and 2) Practical suggestions for obtaining such input when trying to learn to speak a language. Three subsections follow, each of which corresponds to what I call my three keys to language acquisition—conversation, reading, and motivation. To illustrate my points, I draw upon my own personal experiences as a student in Costa Rica, Hungary, and Quebec, as well as thirty years as an ESL teacher here in the United States.

I learned a lot from writing this paper. I’d never written an article on this topic for a wider audience before, and I thoroughly enjoyed the challenge. I found that I had to think much more about what I was writing than when I’ve written research for specialists in second language acquisition, and in the process, I discovered that I actually knew more about my field than I thought I did. I learned far more from this writing project than from any research that I’ve ever done.

Garton, M. (2021). Language acquisition: Basic principles and practical applications. *SVD Verbum*, 62 (1), 50-65.



“Three subsections follow, each of which corresponds to what I call my three keys to language acquisition—conversation, reading, and motivation.”

TAKING THE “DEAD” OUT OF “DEADLINES”
MS. SHARON SINTON
SENIOR INSTRUCTOR OF ESL
INTENSIVE ENGLISH LANGUAGE INSTITUTE [IELI]



I had the opportunity to attend the Virtual MIDTESOL conference this year on Oct 22 and 23. Many of the presentations this year focused on developing awareness of racism and its effects in our classrooms. Another significant focus was on storytelling, and while I attended conferences on both of these topics, I would like to share some thoughts from a short presentation of a different but pernicious nature. The topic: deadlines.

“Do strict deadlines teach responsibility or fear?” so asks Mary Christensen, a lecturer at University of Iowa. Teaching during the pandemic caused her to re-evaluate her policy on deadlines. For many of us in the working world, deadlines can be extended upon request. However, students often do not get that option. Even if they request an extension, they may need to give very personal information to justify it. As an ESL instructor, the presenter noted that she often feels uncomfortable being put in the position of judging someone’s personal situation and whether it warrants an extension or not. Therefore, she has devised her own approach to decrease the stress of deadlines for both herself and her students. Her policy is such that if the assignment is due for class and it is not turned in, it is unequivocally late because it affects the classroom lesson. However, if the assignment is something that needs to be graded outside of class, she allows students to turn it in without penalty if they can get it in before she begins grading the as-

signment. Students can make their own risk-assessment about how late they want to turn in their work. Furthermore, she has an “Amnesty Day” at the end of the semester during which any late work may be turned in without being marked down.

How is this system working for her? Very well, thank you. Ms. Christensen claims this policy has led to less stress for the students and less work for her. She no longer has to respond to panicked e-mails at midnight, and students are more understanding of her own delays with grading. Because students understand her reasoning, they generally buy into it, and they adhere to deadlines. The most important take-away from her experience, however, is that this policy fosters a feeling of collaboration and mutual respect. To quote Ms. Christensen thoughts on her experience, “Students saw me as a human whose time was important.” Thus, her policy has helped to mitigate the deadening stress for both the teacher and the students of meeting a deadline.



“ Do strict
deadlines teach
responsibility,
or fear?”

OOPS, THEY DID IT AGAIN! ERROR DETECTION AND CORRECTION STRATEGIES FOR THE ESL CLASSROOM
MR. LARRY UDRY
ASSISTANT PROFESSOR OF ESL
INTENSIVE ENGLISH LANGUAGE INSTITUTE [IELI]



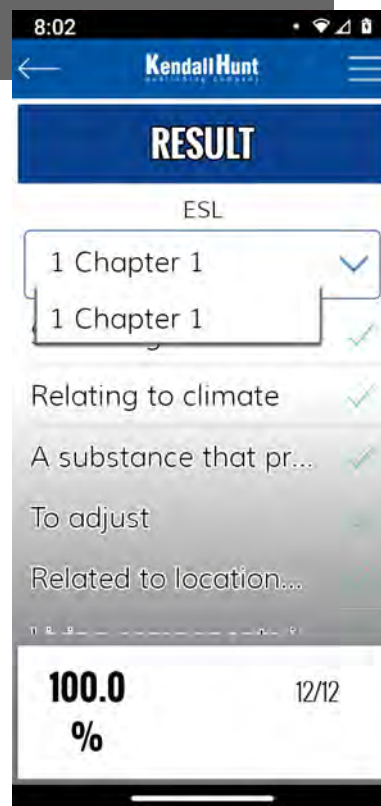
On October 6th, I attended “Oops, They Did It Again! Error Detection and Correction Strategies for the ESL Classroom” put on By Bridge Universe Publications. It asked the age-old question “What happens when language students make errors in the classroom?” As a teacher, how do you recognize the nature of that “error,” and do you know when it’s appropriate for students to self-correct and when it is necessary for the teacher to step in? All vital questions in ESL. What I liked about the session was that all the presenters were virtually approachable. And the discussion board was just as active as the presentation! They seamlessly moved between the virtual audience and their presentation and rolled with a very large virtual audience (100+) . As an ESL instructor, I’ve had students classify their writing mistakes by putting them on spreadsheets. In different situations, different strategies should be employed depending on the level of formality, the “seriousness” of the error and possibly the reason. The best part—the handouts are invaluable.

And this summer, I was able to finally assemble the app for my recently published second edition of Earth Wind Fire and Water. This app enables students to practice outside of class all the academic vocabulary in the textbook, which the students can take at their own free time. The app has about 200 words mostly academic and gives the

word and the definition for each. The students are able to practice vocabulary until they achieve perfect mastery of it. Yes, it did add to the cost of the book, but I feel that the additional practice is well worth that addition.



“As a teacher, how do you recognize the nature of that “error” and do you know when it’s appropriate for students to self-correct and when is it necessary for the teacher to



SPIRITUAL WELLNESS PANEL DISCUSSION: HOW SPIRITUAL WELLNESS HELPS US TO SEARCH FOR DEEPER MEANING IN LIFE.

**SR. ANNA TRANG MAI INSTRUCTOR OF THEOLOGY
DEPARTMENT OF THEOLOGY AND PHILOSOPHY**



The Spiritual Wellness Zoom Panel Discussion was led by Lori Apel, the

director of Canticle of Creation Center, Sisters of St. Francis, in Dubuque, Iowa on Wednesday, May 5, 2021 from 6:30-8:00pm.

Sister Anna participated with other Presenters on this virtual Zoom panel discussion including the following; Rabbi Benjamin Altshuler, Mt. Sinai Congregation in Wausau, WI, Jane Heiar, Former teacher and Sisters of St. Francis Associate, Rabbi Natalie Louise Shribman, Temple Beth El, Dubuque, and Julie Tebbe, Sisters of St. Francis Inviting and Discerning Ministry.

Sr. Anna shared her part on this discussion with three main points; The component of a human person with body and soul, how to approach our inner world, and what we are looking for regarding our spiritual wellness in this time of distress and uncertainty.

She discussed a connection between physical and spiritual well-being through physical health; daily diet, good vitamins, getting enough sleep, and physical exercise. Spiritual health includes; spiritual practices such as, examination of conscience, rosary, Adoration of the Blessed Sacrament, Lectio Divina, Liturgy of the Hours, Way of the Cross, Spiritual Discernment, as well as positive thinking.

She also discussed the way to approach our inner world by becoming the best companion to our-

selves through tracing our emotions and feelings by “slowing down and paying attention” to what is going on around us. This includes inside observations (such as my feelings, my thoughts, my desires) and outside observations (such as the realities from what I observe/ see/ hear/ touch/ know/ read).

Every reaction, behavior and feeling has a story or a reason behind it. So we should “Slow down and pay attention” to our feelings and emotions. They must carry some reasons and stories that we need to know to understand.

Our incarnation is revealed from our daily stories from our feelings, emotions, thoughts and inner desires. Others can know who we are through the channel of our stories being told.

She also introduced a spiritual book “The Road of Hope” of Cardinal Francis Xavier Nguyen Van Thuan. This book encourages readers to find hope in their own struggles. In the book, the author explains that each of our stories has a message of hope. If we slow down and reflect on them, when those stories are connected, they create a road of hope.

“Each of our stories has a message of hope. If we slow down and reflect on them, when those stories are connected, they create a road of hope”.

BOOK REVIEW: ASPECTS OF LANGUAGE DEVELOPMENT IN AN INTENSIVE ENGLISH PROGRAM
DR. SEO HYUN PARK
ASSISTANT PROFESSOR OF ESL
DIRECTOR OF INTENSIVE ENGLISH LANGUAGE INSTITUTE [IELI]



Thanks to generous funds for the faculty professional development from the VPAA office as well as from Mr. Jim Duffy, whose gift is specifically directed to the IELI, IELI

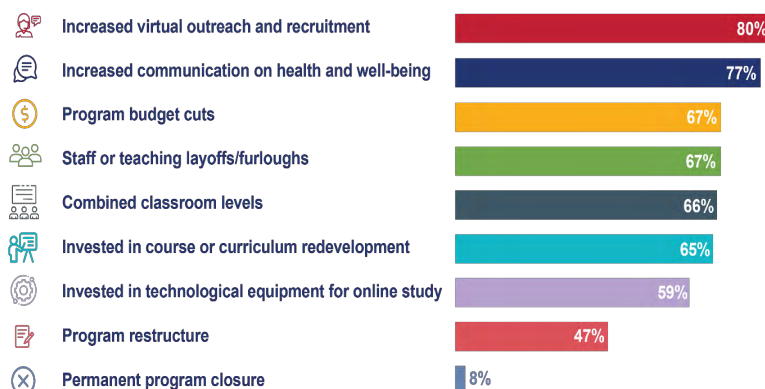
faculty purchased several latest publications in the field of TESOL and applied linguistics this Fall. One of them is Alan Juff's monograph that presents various facets of the administration of and teaching in the intensive English program (IEP) at the University of Pittsburgh. Just recently retired after 22 years as an IEP director and currently Professor of Linguistics, the author illustrates "proven-to-work" practices of the Pitt IEP's structure, student placement and promotion, and teaching methods by language skill in the light of second language acquisition theory and longitudinal data.

To summarize some of such practices, the author confirms that mastering macro-level features of writing (e.g. development of paragraph structure, control of grammatical structures, organizational vocabulary and register of written English) is an appropriate goal of the typical ESL writing curriculum, given the heterogeneous student body in the IEP. An explicit focus on grammar at the clause and phrase level during communicative activities is proven beneficial, dealing with both errors and omissions in learner production. Such teacher-led instruction also provides learners with better learning for vocabulary for both receptive and production skills; although extensive reading plays a vital role in vocabulary learning, instruction is still important to prioritize 3,000 most frequent words in English that constitute a base (78.1%) of academic texts. For the speaking curriculum, the author suggests Recorded Speaking Activity (RSA), details of which were first published in 2013; students record a short monologue, transcribe the speech, write down exactly what they said without correc-

tions, correct any errors that they notice in notes, and re-record the speech incorporating noticed corrections. The author acknowledges the reality that IEPs often struggle to convince administrators and sponsors of their importance in higher education, given their "bridge" role—a *means* rather than an *end goal*—for students to cross from their home education into the English-medium education. Despite the domain expertise ESL professionals bring to the institution, the IEP may be viewed as a "support" enterprise rather than a productive academic unit. It is a blessing to serve a college where ESL is part of its central mission and the faculty's knowledge base is acknowledged and encouraged to grow, particularly in times of global upheaval. Recent statistics show that American IEPs have been greatly impacted by the Covid-19 crisis, with 8% of them even permanently closed, presumably due to their 2020 enrollment chopped to less than a half of that in 2019 (see charts below). Juff's somewhat bright prospect for the IEP industry at the end of the book should have significantly been revised if it had been published a year later. As his view on second language teaching as a caring profession resonates, helping students meet their life goals with a clear idea of exactly what and how they learn during their time in the IEP seems a key for survival.

■ **OPEN DOORS INTENSIVE ENGLISH PROGRAM (IEP) SURVEY, 2020**

99% of IEPs indicated that **COVID-19** impacted their program in 2020



Source: Open Doors: Report on International Educational Exchange is a comprehensive information resource on international students and U.S. students studying abroad. It is sponsored by the U.S. Department of State with funding provided by the U.S. Government and is published by IIE. For more information, visit www.opendoorsdata.org

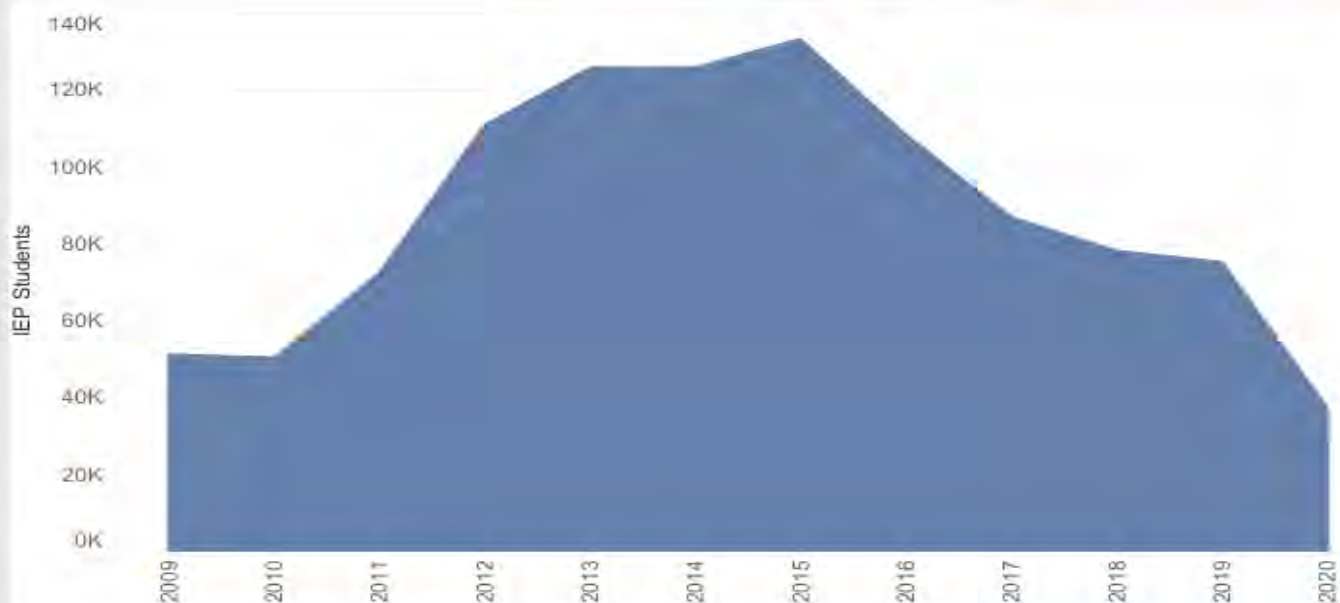
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IEP Student Enrollment Trend

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INTENSIVE ENGLISH PROGRAM (IEP) STUDENT DATA
FROM THE 2021 OPEN DOORS® REPORT

Year	IEP Students	Student-Weeks	Average Weeks P..
2020	37,365	514,685	13.5
2019	75,379	1,041,553	13.8
2018	78,098	1,057,650	13.5
2017	86,786	1,226,151	14.1
2016	108,433	1,530,817	14.1
2015	133,335	1,993,917	15.0
2014	126,016	1,853,569	14.7
2013	125,973	1,861,385	14.8
2012	110,870	1,567,811	14.1
2011	72,711	1,089,296	15.0
2010	50,676	718,624	14.2
2009	51,282	731,867	14.3



Suggested citation: Institute of International Education. (2021). "IEP Enrollment by Total Students and Total Student-Weeks, 2009-2020." *Open Doors Report on International Educational Exchange*. Retrieved from <https://www.opendoorsdata.org>

Source: The *Open Doors Report on International Educational Exchange* is a comprehensive information resource on international students and scholars in the United States and on U.S. students studying abroad for academic credit. It is sponsored by the U.S. Department of State with funding provided by the U.S. Government and is published by IIE.

