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Birthday Corner

October

23 Fr. Adam MacDonald, SVD

THE PRESIDENT

Every Sunday is Mission Sunday

This weekend we celebrate Mission Sunday with invitations, fancy clothes, greetings, friendship, welcoming, music, dance, prayer, stories, offerings, communion, blessings, sending, songs, photos, displays, food, laughter, food, jokes, food, good-byes, clean-up, reminiscence, gratitude; and, over all of this, we put on love.



We will be busy celebrating who we are and what we are about as a missionary college. God calls all of us to share in the divine mission of transforming the whole world into a place of peace, joy, life and love. The banner outside the chapel is a constant reminder to us that Jesus' mission is our mission. The call to share in God's great creative project is a blessing, not only for Mission Sunday, but for every Sunday; and in fact, for every day!

We observe "mission" Sunday to remind ourselves and all of God's people, that the God we worship in Jesus is as much a verb as "it" is a noun. Love is a noun and love is a verb. God is a DOING as much as a SOMEONE. So our regular presence at liturgy, together with other Christians, always concludes with a blessing and a sending. We are blessed with the favor and power of God, and then we are SENT OUT to share God's presence everywhere around the world. Mission Sunday is a busy day – and a life of missionary service will often be a busy life.

We also observe "mission" Sunday to remind ourselves and all of God's people, that the love of God knows no boundaries. God's love, and so also our love, opens its arms to include people of every "nation, race, people and tongue" (Rev. 7:9). At Divine Word College we look around and we see people from all over the world in our small community. We speak many languages,



but the most important language we speak is the one that the whole world understands, a language of solidarity, respect and love. James Joyce, an Irish writer, is quoted to have said, "Catholic means, here comes everybody." On Mission Sunday, like every Sunday, we open our arms wider and wider as we learn to welcome everybody to the feast.

A great missionary

Brother Wayne Till SVD will be moving from Divine Word College to Techny, IL this week. He served in Papua New Guinea for many years, but for the past twenty years he has been an outstanding missionary here in Epworth Iowa. We know that missionary service is mostly about building friendships; and Br. Wayne is an expert at that. Every day you can see him chatting with people from the surrounding towns after Mass, or helping one of the students figure out a confusing phrase in English. Almost always, there is a smile and good humor. Always, always, there is his genuine openness to the people he meets. The SVD constitutions have an inspiring line: "We propose to make the goodness and kindness of God visible in our life and service." Wayne is a great missionary because we can all see that God's goodness and kindness is at work in him.



Wayne's next journey will be the most challenging and exciting of his whole life. As he prepares himself for his final steps into eternity, and whether that comes soon or after a longer time, we will all be traveling with him; he carries us in his heart just as Jesus carries him.

Board of Administration Summary

The Board of Administration met on Wednesday, October 3, and discussed/approved the following:

1. Discussed possible options for Driver's Education training for students, with a directive to obtain further information.
2. Approved the Undergraduate Course Evaluation Form.
3. Discussed and requested that the Information Systems Committee (IS) examine the issue of using OneDrive officially for all DWC finalized documents, previously referred to as creating the X-Drive.
4. Discussed and approved deleting a statement regarding an option in the Handbooks regarding medical/dental insurance for part-time employees. The statement does not meet the affordability limit of the Affordable Care Act (ACA) guidelines, as verified by Cottingham and Butler. The clause deleted is: "A part-time employee who works 20-36 hours per week is eligible to participate in the medical/dental insurance program. The employee will be offered a single medical/dental insurance plan. The College will pay fifty percent (50%) of the premium. The employee will pay the remaining fifty percent (50%). If the part-time employee makes the decision not to participate in the medical/dental insurance program, the employee must waive this coverage."

VICE PRESIDENT FOR ACADEMIC AFFAIRS

FACULTY IN-SERVICE: ASSESSMENT

FRIDAY 19 OCTOBER 2018 @ 9:00 A.M. – 11:30 A.M.

The Faculty In-Service for Fall 2018 is scheduled for Friday 19 October 2018 from 9:00 a.m. until 11:30 a.m. and will be focused on a critical issue for the academic year: Assessment. While there are no classes scheduled, all full-time faculty are expected to participate in this event aimed at addressing academic issues related to continual improvement of teaching effectiveness and student learning. Adjunct faculty are certainly welcome to participate. (Faculty Handbook 303.8) Kindly let me know in advance if you will not be able to attend. The morning will begin with donuts for all faculty at 8:30 a.m.

Undergraduate faculty will meet in Room 101 at 9:00 a.m. The Undergraduate Faculty In-Service is entitled “Re-Assessing Assessment.” Mr. Paul Stamm—Director of Institutional Effectiveness and Assessment Committee Chair—will facilitate. Participants will work towards a common definition of assessment, review the purposes and uses of assessment data, and begin the process of collaborating on Draft Core Competency SLOs, Competency Mapping, and Benchmark Mapping for the undergraduate program.

IELI faculty will meet in the ESL Lab at 9:00 a.m. The IELI Faculty In-Service will similarly address assessment issues by reviewing data from Curriculum Inventory forms completed at the end of ESL Term A, and discussing the effectiveness of the current textbook series and assessment tools based on that review.

Faculty Professional Development

Dr. Marilyn Taylor, Associate Professor of English in the Department of Interdisciplinary Studies [DIS], has been granted professional development funding to participate in a one-hour online seminar entitled: “Grading Strategies to Promote Academic Integrity and Rigor.” The seminar is organized by Magna Publications and addresses the tension between meaningful assessments and faculty grading time.

Quick Hits

- **Sabbatical Applications due 1 November 2018:** By way of reminder to all eligible faculty members, any sabbatical leave application requests for the AY 2019-2020 are due to the VP for Academic Affairs no later than Thursday 1 November 2018. The policies and procedures governing sabbatical leave are published in the Faculty Handbook #221. The application form may be found on the College website under Faculty & Staff Forms > Application for Leave.
- **NO CLASSES** – As already published in the Almanac, there are no classes scheduled for Friday 19 October 2018 and Monday 22 October 2018 to accommodate the Faculty In-Service and Mission Sunday celebration preparation/clean-up. Enjoy the extra-long weekend!
- **St. John’s University in Collegeville, Minnesota:** Fr. Mike Patella, OSB and two other members of the St. John’s University Admissions team will visit Divine Word College on Monday 22 October. Fr. Mike and his team will be introduced at lunch, and will be available



throughout the afternoon to speak with any students interested in possibly attending St. John's University for graduate studies. They can help address any questions about degree programs, the application process, accommodations, and scholarship opportunities at St. John's.

VICE PRESIDENT FOR FORMATION DEAN OF STUDENTS

1. Wednesday, October 17, there will be **ESL student Orientation** and Placement Test for new students. Please check the Student Board for more details.
2. Friday, October 19, is **Faculty-in- Service Day**. There will be NO classes. Have fun and enjoy a day off.
3. Sunday, October 21 is **World Mission Sunday**. The theme for this year is "His Mission is Our Mission." In his message addressed to all Christians, but especially to young people, Pope Francis urges us to "bring the Gospel to all...every man and women is a mission on this earth." All activities are posted on the Student Bulletin Board. The **multilingual liturgy** will be at 1:00 pm, and the **Taste of DWC** will follow at 3:00 pm in the gymnasium. Because of many guests, friends, and benefactors of the college, please welcome them with hospitality. Formal attire (or traditional dress) is required.
4. Monday, October 22, Mass will be at 8:00 am as usual. There will be No language Mass and No classes. Enjoy and have fun!

Registrar

Academic Newsletter – Please see the October 2018 issue of "The Word's Out" attached below.

The Beauty of Autumn @ DWC *by Martin Vu, SVD*



Health Services Coordinator

Staying Healthy during the Winter

Dear Students,

Following are ways that you can stay healthy during the winter season:

- Drink 8 glasses of water to stay hydrated.
- Wash your hands often with soap and water for 30 seconds, also you can use the Hand Sanitizer which is in many places around the campus.
- When coughing or sneezing, cough and sneeze onto your arm or handkerchief.
- Eat three times a day, especially fruits and vegetables.
- Sleep 7-8 hours a day.
- Exercise daily or 3 times a week, after exercise take off wet clothes.
- Use Lotion on skin during the winter season every day.
- When inside the building wear enough clothes to stay warm, some places are cold in the building.
- Go outside every day for at least 5 minutes a day.
- When going outside, wear enough warm clothes.
- See Bro Mike in his office if you feel sick and need medicine: if you have a headache, fever, running nose, sneezing, coughing, sore throat, body ache.
- Any new students who need clothes for winter, please see Fr Bang.

The Beauty of Autumn @ DWC *by Martin Vu, SVD*





THE WORD'S OUT

Vol. 4, No. 3

October 2018

DWC Academic Affairs Newsletter

HIGHLIGHTS

Department Corners

Welcome New Faculty

Save the Date

Professional Development



Department of Theology & Religious Studies & Philosophy

INFORMATION AND REALITY IN POSTMODERNITY

By: Fr. Pablito Tagura, Chair, DTP

As we go about our daily grind, our technological devices constantly churn out and inundate us with information. Our smart phones, laptop computers, ipads and ultra-high definition TVs are ubiquitous and have become literal extensions of ourselves.

Many philosophers think that the current information revolution is one of the distinguishing marks of the postmodern condition. Social media platforms go on overdrive 24/7 providing us with media feeds, complete with videos and selfies. Most of us have acquired an insatiable appetite for instant information spawned by the drawing power of social media and electronic search engines. Our information devices make everything easy, efficient and fast. Send a text message, fire an email, and shop online. Alexa, Google and Siri provide us instant answers and thus render the library negligible and obsolete. You can download and store anything in a USB without bothering to read it. Plato aptly described this as “seeing (possessing) without knowing.”

Our gadgets are subservient and compliant to our commands and provide us myriads of choices. Plaza or street shows and concert halls are empty because most prefer watching the same in the comforts of their homes without traffic, noise and away from the maddening and rowdy crowd. The CD or copy in USB surpasses the real and actual show in terms of color, brilliance and glamour, aside from being readily available and affordable. No wonder virtual pornography is so attractive and irresistible. Our information devices provide us total, complete and unencumbered enjoyment of the “commodity.” The real appears dreary and boring and pales in comparison to the brighter and richer grandeur of virtual reality.



The dark and dangerous recesses of the globe become transparent and accessible through National Geographic, Nature and History Channels. You can safely see ferocious tigers, lions, grizzlies and wolves on a high definition TV. Disney World, Hollywood Universal Studios or any theme parks provide us a cacophony of tropical, winter and desert experiences, complete with fauna and flora. Aside from feeding on our fantasy, they disburden us of the trouble of traversing the globe and crisscrossing different time zones; such is the character of hyper-reality – it is pliant and controllable and bypasses the natural arrangement and cycle of things. Nature is commandingly present, recalcitrant, obdurate and impinges on us its inner logic. Winter follows Fall and night succeeds day and are impervious to acceleration and manipulation – no pause, fast-forward, slow-motion and delete options as found in our gadgets.

NATURAL AND SOCIAL ENGAGEMENT

Hyper-reality is our addiction and hyperactivity is our game. Checking our cellphones for messages has become irrationally exorbitant. We spend unnecessarily excessive screen time rather than real people time. The Philosopher Albert Borgmann points out that *information as reality (high definition representations and creations emerging from information technologies)* now predominates in our social world. The increasing prominence, glamor and malleability of information *as reality* erodes our direct physical experience of the world and diminishes our engagement with more fundamental realities. Couples, through electronic media, agree to marry even without meeting in person. A kid is so adept at playing sports video games, yet so clumsy and unskilled in playing the actual games in real time. It is a disenchanted and a defeated return to reality. We develop skills in the real world. Aristotle once said: “For the things we have to learn before we can do them, *we learn by doing them.*”

Modern information technologies change the nature of reality in a profound and irreversible way. They peel us off and extricate us from our rootedness to the earth, from real social engagement and from the fabrics of daily life. A simple thread mill insulates and disconnects the runner from the real world with its gentle breeze, chirping birds and natural contours of the earth. A teenager can be so expressively ebullient with his feelings through social media yet so timid and tongue-tied when he finally meets in person the girl of his dream.

Our contact with the natural world and with fellow humans involve bodily exertions that test the limits of our skills and capacities. Alan Trachtenberg says: “The more knowable the world came to seem *as information*, the more remote and opaque it came to be seen as experience.” Bertrand Russell adds that our knowledge by description has displaced our knowledge by acquaintance (experience), and with the displacement of the latter, the difference between the focal area of the nearness of things and the peripheral area of information about things has dissolved.

As we generate and possess more information about the world, reality itself gets ever more deeply buried under all the information we have about it. In consumption, we are getting so adjusted to the light fare of more or less virtual experiences and emotions that the reality of persons and things seem offensively heavy and crude. The *real YOU* pales in comparison to the radiance and color of your “photo-shopped” image on Facebook!

SENSE OF WONDER AND MYSTERY

Information technology renders the generated information totally transparent; nothing is buried beneath the information – *it has become the reality*. Behind the virtual self-representations, there are no real persons left to be acknowledged. Virtual reality has no depth structure that lies beneath the surface. It is hostile to reflection and contemplation because there are no things to be unearthed behind the signs. Everything is appearance and is inhospitable to the sacramental, the sacred, the holy and liturgy. Not only are all information subject to interpretation, but that all information technologies are parts of a larger lifeworld (culture/nature) and cannot be understood apart from such an implicit contextual whole of our symbolic universe. This is what Heidegger calls a *presence (Being)* or a pre-given background greater than ourselves which presupposes the interconnectedness of everything that exists. The part is understood in terms of the whole and the whole makes sense in relation to the parts. Variety is a mark of nature and differences are essential to complementarity.

Heidegger laments the obliteration of life’s unsurpassable sacredness when information technology cuts the very ground and mystery from which humans draw meaning, purpose, strength and inspiration - it conceals rather than reveals the fundamental nature of reality. Technology follows the modern project of science to explain things in terms of quantity, where everything could be conquered by the human mind. Science is antithetical to classical metaphysics which regards reality as instructive of a deeper or a transcendent order of which we are not the source and origin – some may call it the traces of the Divine. Science extirpates all intimations of sacral mystery – which on meeting it “face-to-face” elicits wonder, awe, fascination and prayer. What is left is malleable prime matter to be molded according to man’s power and utilitarian purposes. When humans can absolutely figure out everything to the minutest detail, then nothing would fascinate and enchant us any longer.

Life is flattened out and emptied of its symbolic and essential character – that is, a connectedness to a reality greater than ourselves because we are not self-referential, independent and self-contained beings in the world. We come to know ourselves only reflexively when we are actively engaged with something or someone else from outside of ourselves. Our technologies have brought about tremendous and revolutionary developments, but there is also a life beyond machination.

Leo Strauss states that we are constantly attracted by two opposite charms: that of competence engendered by Mathematics (science and technology) and that of humble awe, engendered by meditation on the human soul and its experiences. Our information technologies provide us untrammelled and unlimited “picture perfect” representations of our world, but ultimately they cannot tell us how to live our lives in a humanly meaningful way.

Intensive English Language Institute (IELI) Corner

Wrapping Up the first 8-week Term in IELI

Dr. Seo Hyun Park, Director IELI

The past two months have flown by with a new program format and curriculum in the Intensive English Language Institute. 51 students in eight levels have taken average 22.5 hours a week of instruction in three to four courses, guided by ten instructors and National Geographic Learning text series to meet six to ten Student Learning Outcomes per class. Students have also met area volunteers for weekly tutoring, which was possible thanks to the tremendous work of Ms. Paola Armfield, our new tutoring program coordinator. What thrills us about the tutoring program is that it is beneficial for both partners--the program gives volunteers the opportunity to get to know a person from another country and learn about another culture without leaving Iowa, not to mention our students' opportunity to meet new friends and take new adventures, immersing themselves in American and Iowan culture. 26 tutors have been generously volunteering as an English conversation partner for up to three ESL students in the first half of this semester. More will join us in the second half thanks to Rev. Stephanie L. Schlimm, Pastor at Epworth United Methodist Church, who has been helping spread the word to the community about volunteering opportunities in the IELI.

Several projects are underway or about to be in preparation for Fall 2018 Term B. Mr. Larry Udry has done a superb job as an instructor and supervisor for Level 8 students, who are auditing undergrad courses at Emmaus Bible College (EBC) in Tuesday and Thursday afternoon as partial requirement of their ESL 086 Communication. Stepping out of comfort zone and being tolerant of ambiguity are a key here--students experience new voices and accents in English, practice how to express their thoughts and ask questions in an academically appropriate manner, and critically reflect on their learning by keeping a journal and a vocabulary log. This whole project would have been impossible without our administrators' wholehearted support and flexibility in its multiple preparation and implementation steps, from drafting the DWC-EBC partnership agreement to arranging transportation. Mr. Evan Hudson, ESL externship supervisor, is planning a sort of ESL capstone presentations in December in order to share the initial fruition of this partnership with the college community. After all, all these projects are a moot point if they do not help students to grow; a continuous formative curriculum review is our next mission, and my sincere gratitude goes to IELI faculty for their expertise, willingness, and commitment that will make the mission possible.

CALL-IS Newsletter

Mr. Larry Udry, Assistant Professor, ESL



As you may remember from previous editions I introduced everyone to the CALL-IS Newsletter that I edit. Here is a link the most recent CALL-IS Newsletter, a newsletter sent out to 1500 TESOL members worldwide. It contains articles on teaching with technology and pedagogy. I have edited this newsletter since 2003. This edition has articles on ESL

pedagogy, including Google docs for multi-draft writing, Kahoot for classroom engagement and HP5 for ESL in Secondary Schools and teaching EFL reading using e-books. There is also a great deal of business about the TESOL conference- past and present and information for new members (and old) on how to stay professionally engaged in ESL. The newsletter is posted on Facebook and Twitter, as well as TESOL's Community site.

<http://newsmanager.commpartners.com/tesolcallis/issues/2018-07-30/email.html>

Welcome

Dr. Evelyn Dias is the newly hired Assistant Professor of Music and Liturgical Coordinator. She currently teaches Elements of Music (MUS 110), Ear Training and Sight Singing (MUS 111) and Applied Piano (MUS 121) at DWC. Dr. Dias has previously served as an Instructor of Piano at Northwestern University (IL), Blue Lake Fine Arts Camp (MI), The Merit School of Music (Chicago), The New Mozart School of Music (CA) and The California Conservatory of Music (CA). She grew up in Mumbai, India and is the youngest of 3 sisters.



**Ms. Gwyneth Gates**

Gwen graduated received a master's degree in TESOL in April 2018. She has taught and tutored both young learners and adults in the United States, the Czech Republic, and South Korea. Her experience includes conversational English, language test prep, and academic English reading, speaking, listening, writing, and grammar. When she's not teaching, Gwen can be found playing music, reading, hiking, attending concerts and exploring her wonderful new hometown, Dubuque.

**Mr. Braden Chase**

Divine Word College welcomes Mr. Braden Chase to the IELI department. He was born in Idaho and lived there for most of his life. In 2003, Braden moved to Brazil to serve as a missionary in Brasília for two years. After returning home, he married a Brazilian woman, finished his BA at Idaho State University, and moved back to Brazil for another 2.5 years. Those years in Brazil convinced him to pursue a career in English education, and he has always tried to be at the crossroads of technology and second language acquisition. Braden had this to say about beginning at Divine Word, "I am excited to be here and help every student achieve their goals."

SAVE THE DATE!

IELI Term B Registration

When: Wednesday Oct.16- Oct.18

Faculty Institute: "Re-Assessing Assessment"

When: Friday, Oct. 19 9:00 a.m.

Undergraduate Registration

When: Wednesday Nov. 7- Friday Nov. 9th

Advent Luncheon

When: Friday Dec. 7th

Time: 11:45 A.M.



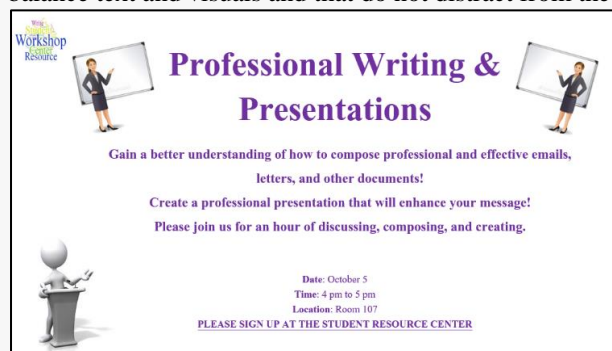
Teachers' Corner

A New Workshop for our Students' Professional Presentation Skills

Dr. Yasmin Rjoux, Assistant Professor of Communication

In order to continuously foster our students' literacy skills, I have created and added new topics to the Student Resource Center's repertoire of literacy-oriented workshops. One of these, titled "Professional Presentations and Writing", aims at increasing our students' understanding of how to compose professional emails, letters, and other relevant documents. In addition, the workshop introduces basic concepts of professional document design, which the students can apply to their use of presentation tools, such as Power Point or Prezi. Most of our students will have to create presentations for specific classes or other activities. Our seniors preparing their Capstone projects should have a foundational understanding of how to create and structure their presentation aids

in order to effectively enhance their message. By designing aids that are deliberately constructed for a specific audience that balance text and visuals and that do not distract from the message students increase their own credibility.

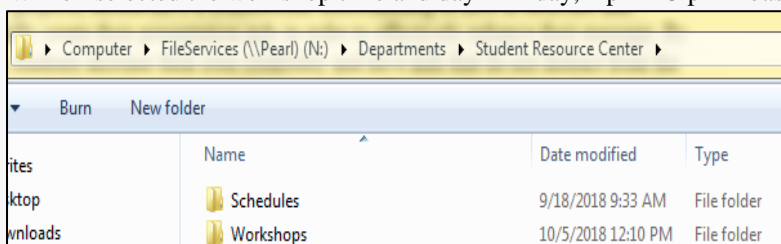


While this semester's "Professional Presentations and Writing" workshop took place on October 5, I intend to offer it every semester.

Student Resource Available to Students

Dr. Yasmin Rioux, Assistant Professor of Communication

While I selected the workshop time and day – Friday, 4 pm – 5 pm – based on student feedback that I gathered from interactions



with our students and a SurveyMonkey survey I conducted in spring 2017, some students are not able to attend the workshops despite their desire to do so. As it is important to provide the same opportunities for all our students and to enable those students who attended the workshop to review the discussed topics, Brad Florence created a file for the Student Resource Center that I will be using to share all workshop related

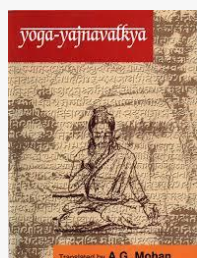
materials. At this point, the file - titled "Student Resource Center" and can be found under "Departments" in the N-Drive – is filled with all past workshops, including PowerPoints, sample writings, videos, handouts, outlines, and other items. The file should allow our students to have access to various resources on a variety of topics even if the Student Resource Center is closed, no tutors are scheduled, and no instructor is available for questions.

In addition, the file will include the most recent Student Resource Center schedule and other relevant and updated information that will aid in our students' success and their ability to gain access to resources 24/7.

Professional Development

Yoga Yajnavalkya

Dr. Joseph Hartel, Ph.D.; Associate Professor of Philosophy



I attended a Workshop on the Yoga Yajnavalkya at the Chicago Yoga Center. It was taught by Srivasta Ramaswami on Sept 14-16, 2018. We spent five hours a day, for three days, sitting on the floor listening to Ramaswami translate the Sanskrit text to English and, then, lecture on the text. I learned a tremendous amount about this important text on yoga philosophy. And I asked many questions.

A brief description of the text follows. Gargi, the wife of a yoga master (Sri Yajnavalkya), asks her husband to explain the essence of yoga philosophy. Yajnavalkya explains two main subjects. First, one must pay one's debts. And second, the yogi should follow the eight-fold path.

In regard to the first, all of us have debts to our ancestors, the sages, and the gods. We repay our debts to our ancestors by having children, debts to the sages by studying the Vedas and related scriptures (yoga philosophy), and debts to the gods by performing sacrificial rites and the activity appropriate to one's stage of life (*ashrama*).

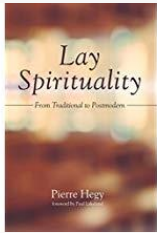
In regard to the second, Yajnavalkya explains that the essence of yoga is union (or communion) between the individual soul (*jivatma*) and God (*Paramatma*). And, that this is accomplished by following the Eight-fold path of *Ashtanga Yoga*. He then explains this path in the rest of the text. All of this gets very complicated, but as you may see this ancient text describes a very interesting philosophy especially when contrasted with Buddhist thought. And, much of the material I learned in this workshop is useful for teaching my Asian Philosophy course this fall.

Thank you to the Theology Department and to Divine Word College for funding this very useful and interesting workshop on yoga philosophy. I learned a tremendous amount.



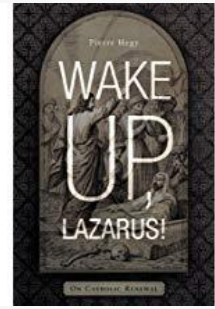
Lay Spirituality

Dr. Anton K. Jacobs, Chair, Interdisciplinary Studies



I'm scheduled to attend the Religious Research Association/Society for the Scientific Study of Religion (RSS/SSSR) meetings in Las Vegas this October and to participate on an author-meets-critics panel. My particular responsibility is to respond to a few chapters in sociologist Dr. Pierre Hegy's book, *Lay Spirituality: From Traditional to Postmodern*. Dr. Hegy is better known for his book, website, and listserve, *Wake Up, Lazarus!* He has a deep concern for the renewal of the Catholic Church, reflected in the subtitle of *Wake Up, Lazarus, On Catholic Renewal*. In *Lay Spirituality*

Hegy defines spirituality as "self-transcendence or more simply as following one's conscience." Consequently, we can see that "all humans are spiritual in one way or another, whether religious or not." He, then, focuses more specifically on three spiritual paradigms: "the traditional Catholic devotions," "the spirituality of post-Vatican II," and the spirituality of postmodernity. What am I going to say about it? As I write this, I don't know yet.



Questions Leading to Questions: Report on Sabbatical Leave

By: Kirsten Lillegard, Instructor, IELI

My sabbatical leave in Spring of 2018 helped me grow as a teacher and writer, and I am grateful to Divine Word College for providing this opportunity.

My first goal was to research the issue of feedback on errors in student writing. Making mistakes is a necessary part of language learning--errors should be viewed not as failures, but as opportunities for growth. However, the question arises as to what exactly should be done with these errors. How do we use them to help learners improve their accuracy and fluency? What is the best approach? This question has lingered in the back of my mind through several years of teaching, so I was excited to finally have time to research it in depth. I discovered that there has been a significant amount of disagreement regarding the subject of feedback on student errors. Initially, several prominent voices in the field of TESOL claimed that error correction was ineffective and should be abandoned. However, recent studies have shown that the right kind of error correction is not only beneficial in the short term, but that it yields long-term gains in students' accuracy and fluency. That is good news, and it has helped to inform my classroom practices in a way that, I hope, benefits my students.

I also used this sabbatical leave to work on my own writing, composing a novel titled *Dreams Before Waking*, a narrative about an eighteen-year old boy who decides to run away from home, bringing along his emotionally troubled younger sister. The initial drafting process went well, but when I started revising the manuscript, I felt lost about how to proceed. Fortunately, I found help in a class at the Iowa Writers' Workshop. The teacher, [Charles D'Ambrosio](#), gave invaluable writing advice, but he also served as a role model for me in his classroom demeanor: he was humble, straightforward, dedicated to his students' needs, and most importantly, adept at managing a classroom discourse of dissonance and discovery. "Sometimes," he would say, "questions lead to more questions. And that's okay."

As a teacher of advanced grammar, I can relate to this statement. At times, students master a structure, only to realize it opens a new realm of uncertainty: "But when can I use this and when can't I use it?" they ask. Often, the answer isn't clear. In the past, I worried over my students' frustration, watching as they tried to formulate questions that would unlock the code, make everything clear. I felt for them, but after my work in the Writer's Workshop, where I too experienced some confusion, and then growth, I now tend to see those lost looks as doorways to greater understanding. Confusion, searching, questions leading to more questions--this is where learning begins.