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THE PRESIDENT

Fr. Tom Ascheman, SVD

“...The King of ME!”

A young person still trying to find their own identity and their way through life may at one point or another shout out in frustration and anger – *you’re not the king of ME.*

A psychologist and father tells the story of his five-year-old son’s frequent reaction to his fatherly instructions. “We’re at the park, which of course he’s having fun, he’s riding his scooter. And I’m like, dude, we got to go help mom with dinner. Like, we got to go, we’re already running late. And so I’m asking and asking and asking him. And he just perceives this is such an impingement on his freedom to stay and hang out at the park. And he goes, you are the worst daddy in the world, which like, of course, I know he doesn’t really believe, right?”

Teenagers can also suffer intense bouts of anger when parents, teachers, or authorities put some limits on their burgeoning freedom and sense of autonomy. The anger in those moments can be painful and alienating – even while suspecting the limits proposed are well-intended.

In adulthood we learn there are many “kings and queens” in our lives. Bosses, spouses, children, friends, work mates, all at different times and in different ways take a center role for us. Imagine the moment when a young man goes down on a knee to ask the woman he loves, “Will you marry me?” Who is “in charge” there? In these days, my whole family is awaiting the birth of a baby boy. Even before his birth, he is reorganizing the family. He is the king-of-the-moment; and we wouldn’t want it any other way.

When frazzled or burdened we are tempted to reject good advice and the wisdom of others. When we are more relaxed, we wonder about our resistance. The ambivalence of such moments is well illustrated in *Muckers*, a poem by Carl Sandburg. He paints a scene of ditch diggers during the harsh years of the depression.





St. Rose of Lima Church, Bay St. Louis, MS

TWENTY men stand watching the muckers.
 Stabbing the sides of the ditch
 Where clay gleams yellow,
 Driving the blades of their shovels
 Deeper and deeper for the new gas mains
 Wiping sweat off their faces
 With red bandanas
 The muckers work on ... pausing ... to pull
 Their boots out of suckholes
 where they slosh.

Of the twenty looking on
 Ten murmur, "O, it's a hell of a job,"
 Ten others, "Jesus, I wish I had the job."

On which side of the ditch do you find yourself? Hankering after free time? Hungering for purpose?

This coming Sunday we celebrate the feast of *Jesus Christ, King of the Universe!* Now that's a REALLY BIG job. When we turn to him, we might feel burdened; we might even feel resentful. On the other hand we may feel honored as brothers and sisters of the King. We know, and are known by, the great King.

Over the past year I've felt the kingship of Jesus in a rather satisfying way. Frequently I feel a deep rooted certainty that, here at the College, I am doing what God is asking of me. That brings profound peace. When I am short of temper (like a teenager), I whine a little bit (like a five-year-old); but then I find myself falling in love once again with God and my colleagues here.

Recently when talking with my spiritual director, I commented that I've made some progress in obedience since I was five years old. She said: "Good for you!"



St. Arnold Janssen certainly would have approved. In 1903, he shared the following comment in a letter to a confrere from PNG:

Happy the man
 whose eyes of the spirit God opened
 so that he recognizes

"I have a Lord over me.
 I have to serve him!
 And I will serve him!"

And then arranges his life accordingly.

(Letter to Fr. Vormann, March 18, 1903. Cited by Br. Ewertz SVD, "God's Holy Will Alone," 1995.)



VICE PRESIDENT FOR ACADEMIC AFFAIRS

Dr. Joshua Young

The Pastoral Care of Our Educational Vocation

I had an interesting visit from our friends from the Southern Province that sparked a moment of reflection for me about the educational mission of the Society of the Divine Word. Pastoral Care came up quite a few times as an important part of SVD life. I often think of pastoral care as walking with others in times of suffering and growth. I think it is important to remember a vocation to teaching is very much pastoral care as well. At DWC, our staff and teachers dedicate their vocational lives to revitalizing the mission of the Arnoldus Family through training their newest members or those discerning their vocation. We also loyally serve and mentor members of other congregations in partnership of our institutional mission and the charisms of the Arnoldus Family. Further, in line with the vocational call for all to be missionary disciples, we provide opportunities for lay Catholics and others of any faith seeking higher education from a missionary perspective to discern their vocation alongside peers and mentors that provide spiritual witness and pastoral care. We all support this, so what?

As we celebrate 60 years of DWC and 150 years of the Society, I give thanks for those members of the Arnoldus Family that answer the needs of the college to serve as faculty, staff, and formators. I give thanks for those that live within the community that walk with us on our journey. I also want to challenge our community. How can we recognize the pastoral care of our educational mission? How can we mentor members of the Arnoldus Family and other congregations to develop a passion for joining our educational mission? Research shows that teachers, especially those at mission driven institutions like DWC, contribute significant emotional labor in the classroom and in their students. I would argue formators are doing the same. How can those not called to serve within our local community provide pastoral support for those that do? Education is certainly foundational to the pastoral care of all people, and we do educational pastoral care very well at Divine Word College. Please add to your prayers for vocations, a special intention to inspire vocations to and support of the mission of our institution and the Church.

Faculty Development Highlights in Dialogos

Divine Word College, as part of our dedication to the development of the Faculty and teaching effectiveness, provides financial assistance for professional development opportunities. The Dialogos newsletter (Attached) is published each semester to recognize the professional growth of the Faculty. In this issue, you will also find information on DWC students that also presented at an academic conference. Please recognize and encourage members of the faculty and student body to continue to find ways to advance the acquisition and presentation of knowledge.



Higher Learning Commission

HLC Assurance Argument Update

The first draft of the DWC HLC Assurance Argument was submitted for review to faculty, and the steering committee met to provide editorial guidance to the various criterion committees as they work towards a second draft. The second draft of the HLC Assurance Argument is due December 6. The steering committee also discussed transitioning the report to HLC's Assurance System when it goes live next semester, including linking evidence within the system.

 Dr. Yasmin Rioux

Assessment Bites



What is the difference between qualitative and quantitative data?

Both types of data present very insightful and valuable methods of research. What type of research one engages in, what question or questions are being asked, or what field one is in determines and influences the methodology and use of qualitative vs. quantitative data. The most common types of quantitative research design are experimental, quasi-experimental, descriptive, and correlational.

Unfortunately, qualitative data and research have gotten a bad reputation over the past years as many critics believe it to be less valid than quantitative research due to the potentially subjective nature of the data it produces. However, qualitative data is just as valuable as quantitative; it simply yields different types of insights.

Both types of research can also be used together in order to create even more robust outcomes/data! This is referred to as mixed-methods design.



VICE PRESIDENT FOR FORMATION/DEAN OF STUDENTS
Fr. Tuan Hoang, SVD



Thanks and Appreciation to AAHA

I want to thank the members of the Asian American Hispanic Association (AAHA) for organizing a wonderful celebration last weekend – The Queen of the Americas Celebration. Your hard work and effort brought joy to the Divine Word College Community. I also thank Fr. Tom Ascheman, SVD for presiding and sharing an inspirational homily reminding us about the history of Our Lady of Guadalupe and Thanksgiving. Everything went well, and the community enjoyed the celebration. We continue to pray to the Queen of the Americas to inspire us in our faith and our vocation.

Vocation Mass

Next Tuesday, November 26, 2024, there will be a monthly vocation mass organized by St. Teresa of Calcutta formation group. In this mass, Ae Pa You Paw (Mu Mu), a candidate for the Holy Spirit Missionary Sisters, will be sharing her vocational story and journey. Vocation masses are important to us as their stories can draw a lot of inspiration to strengthen our vocational call. Please join us for this vocation mass and show your support to Ae Pa You Paw and St. Teresa of Calcutta.

Mathew 25 Award

Every year, Divine Word College organizes the Matthew 25 Award. Since 2001, Divine Word College recognizes those who dedicate their lives serving the poor and the marginalized and living the spirit of the Gospel from Matthew 25: 35-26 – “For I was hungry and you gave me food, I was thirsty and you gave me drink, a stranger and you welcomed me, naked and you clothed me, ill and you cared for me, in prison and you visited me.” This year, Divine Word College recognizes the Epworth Community Volunteer Fire Department for their dedicated service living out the gospel. We want to congratulate them for their accomplishment.

Please take note that there has been a change of date for this award service. The Matthew 25 Award is scheduled on Monday, November 25, 2024 according to the DWC Almanac.



However, we have changed this award service to Sunday, November 24, 2024 at 3:00 pm beginning with a prayer service at 3:00 pm; followed by a pie and ice cream social in the dining room. All students are required to come. Please come dressed in formal attire.

Conference for Students in Temporary Vows

A reminder for men and women religious in temporary vows that there will be a conference this Wednesday, November 20, 2024. The conference will be on Critical Thinking Skills presented by Ms. Cindy Ehrlich, the educational strategist at the college. This conference is open to the whole student body who are interested in this topic for your further formation. The conference will begin at 5:15 pm in room 107.



VICE PRESIDENT FOR ADMISSIONS

Len Uhal



Come and See Visitor

The vocation office welcomes Luan Le from Davenport, Iowa, later this week for a Come and See visit to Divine Word College. He will arrive on Thursday and be on campus until Sunday. Thank you in advance for welcoming him and making him feel at home in our community.



VICE PRESIDENT FOR OPERATIONS

Steve Winger

Open Letter

The Board of Administration asked me to share this open letter to President-Elect Donald J. Trump, from the Society for Human Resource Management (SHRM). Dated November 6, 2024, this letter addresses several themes and concerns that were the subjects of our recent Presidential forum. We believe this letter advocates for many of the same priorities that we want to see at Divine Word College. We encourage you to review and reflect on this letter.



November 6, 2024

The Honorable President-Elect Donald J. Trump
Office of the President-Elect
600 14th Street NW, Suite 600
Washington, DC 20005

Dear President-Elect Trump:

On behalf of SHRM and the undersigned, I would like to extend our sincere congratulations on your election as the 47th President of the United States. We stand ready to work with you and your administration on the critical issues facing our nation's workforce and workplaces. We strongly believe civil discourse is the key to navigating our differences and prioritizing the issues that matter most to employers and employees. The leadership embodied by the Office of the President of the United States provides a unique opportunity to address these complex challenges and to ensure a thriving, productive, and inclusive American workforce.

With nearly 340,000 human resource and business executive members worldwide, SHRM impacts the lives of more than 362 million workers and their families globally. As the largest business association dedicated to workplace dynamics, SHRM is the trusted authority on all things work, worker, and workplace. Our commitment to civility and policy, not politics, guides our efforts to create environments that promote innovation, inclusion, economic resilience, and prosperity for employers and employees.

SHRM's dedication to advancing the effectiveness and success of the American workplace aligns with the mission of the Presidency to serve all Americans. We believe in a constructive, collaborative approach and are prepared to support your administration in shaping policies that foster better workplaces for a better world.

To support these efforts, we will work with you on several key priorities:

- **Workforce Development:** Ensuring that American workers have access to education and skills training is fundamental to meeting the demands of our rapidly evolving economy. Fifty-nine percent of the American workforce is seeking new learning opportunities in the face of an AI-powered economy. SHRM stands ready to work with your administration to expand workforce development initiatives, aligning skills training with emerging industry needs to drive job growth and economic stability.
- **Workplace Immigration:** We understand the pivotal role a fair and effective legal immigration system plays in addressing workforce shortages, driving innovation, and fostering economic growth. We are committed to advocating for policies that ensure both a secure immigration process and access to talent that supports the American economy.
- **Workplace Flexibility and Leave:** American workers are looking for more flexible work options and robust leave policies that support work-life integration. We support initiatives that provide employees with options for work flexibility, while respecting business needs and maintaining productivity.
- **Workplace Inclusion:** Inclusive workplaces are essential for fostering unity and promoting diversity. Sixty-nine percent of working Americans and more than 80% of business leaders indicate inclusion and diversity throughout corporate America needs a revamp to ensure opportunity for all. SHRM is dedicated to creating pathways that promote inclusion in all workplaces, and we look forward to working with you to create policies that advance these values.
- **Workplace Health Care:** A strong and healthy workforce is vital to our nation's economic strength. Roughly nine in ten global workers link their health to workplace features including job quality and meaningful benefits. SHRM will collaborate with your administration to identify and promote effective healthcare solutions that are affordable, accessible, and sustainable for employers and employees alike.
- **Workplace Governance:** As workplaces continue to change, effective governance policies that maintain ethical standards, enhance transparency, and foster employee trust will be crucial. SHRM is committed to supporting policies that enhance good governance practices, ensuring fair and compliant workplaces.

As we look ahead, SHRM remains committed to playing a pivotal role in furthering confidence in the future of the American economy, driven by the power of work. We will continue to strengthen trust within our communities and advance the principles that have long supported the success of the American workplace. We are confident that through collaboration, we can promote productive workplaces, bridge divides, and uphold the values that contribute to our nation's strength and resilience. Thank you for your service to our country. We look forward to serving as a data-driven resource to you and your team as we move forward together.

Sincerely,

Johnny C. Taylor, Jr., SHRM-SCP
President & CEO of SHRM

YOUR ATTENTION PLEASE!



November 26 – NO LOG

**December 3 – Last LOG
of the semester**



Matthew Jacoby Library

opac.dwci.edu



Annual Library Survey

The library wants to hear from you! Students, faculty, staff, and SVDs are highly encouraged to take the 2024 library survey. Follow this link to take the survey: <https://forms.office.com/r/Pu3pciNZbY>. You can also find the survey on the [library's website](#). Please fill it out by December 10th!



Academic Resource Center Workshop THIS Thursday

Finding the Source: How to Determine if a Source is Credible.

- Thursday, November 21st
- 12:45 p.m. - 1:15 p.m.
- Academic Resource Center
- (Room 010 in basement)
- Workshop led by Elizabeth Winter, MLIS
- Sponsored by the Academic Resource Center



DIALOGOS

διάλογος

The Academic Newsletter for Divine Word College

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**UPDATES FROM THE ACADEMIC DEAN
DR. JOSHUA YOUNG, PH.D., VPAA**



Since the last issue of Dialogos, I've attended three conferences. In June 2024, I presented on artificial intelligence's impact on communication education at the Basic Communication Course Directors Conference. I, then, attended the Iowa Communication Association Conference in September and presented initial research on a paper entitled "Revenge of the Liberal Arts: AI's Potential Promise for Communication Education." Finally, I attended the Chief Academic Officers Conference for members of the Council of Independent Colleges in November. While attending the conference, I participated in a workshop for new Chief Academic Officers at the urging of DWC Trustee Dr. Susan Burns. I'm grateful for her encouragement to take advantage of this opportunity. As a result of my participation, I am currently working on a grant application through the Teagle Knowledge for Freedom program.

Divine Word College Students Present at Communication Conference

Sisters; Jesca Alitubeera, Cecilia Egho, Monica Karibu, Leah Kinyua, Yvette Shey, and Comfort Nguuyongo presented on social justice issues in their native cultures through an intercultural communication lens, at the 2024 Iowa Communication Association Conference. Topics included; the importance of storytelling and language for cultural preservation, and respect for human dignity. Audience members were highly engaged and asked many questions after the presentations. These sisters are looking forward to other conference opportunities in the future.



“CONFERENCE ON COLLEGE COMPOSITION & COMMUNICATION”
DR. YASMIN RIOUX—ASSISTANT PROFESSOR OF COMMUNICATION & WRITING
DIS DEPARTMENT CHAIR & DIRECTOR FOR INSTITUTIONAL EFFECTIVENESS



In Summer 2024, my article “*An Abundance of Voices: Examining diverse and international students’ assumptions about writing to cultivate richer and more inclusive writing classrooms*” was accepted for publication in the first ever Conference on College Composition and Communication Companion Publication. This new journal was created to address participants’ concerns regarding environmental impact through conference travel, and issues regarding inclusion for individuals who are unable to attend conferences due to childcare concerns, health, or other responsibilities. The publication should enable all who are interested to present at the national Conference on College Composition and Communication by providing a new written platform. My article outlines an ongoing study I have been working on here at Divine Word College. In my research, I have been exploring multilingual writing students’ assumptions and perceptions of the writing process, academic writing tasks and approaches, the concept of plagiarism, and the cultural assumptions that affect and underlie these ideas. Further, I aimed at emphasizing how traditional teaching approaches to college writing may be culturally biased and our need to develop more equitable and inclusive writing pedagogies to create more culturally responsive writing classrooms.

My manuscript, titled “*Dear Student Writer, I feel you. Reflecting on Responses to Students’ Trauma Narrative in First-Year Writing*”, was accepted for publication in the spring 2024 issue of *Writing on the Edge*, which is a peer-reviewed writing practice journal that focuses on current trends and pedagogy in the field of Composition and Writing Studies.

My article explores the healing potential of writing in first-year composition classrooms, especially for learners who are dealing with or processing trauma. By recognizing the potential and important role of the first-year writing classroom for students, instructors can offer empathetic support while still providing objective and constructive feedback for emerging academic writers.



“MARRIAGE ENRICHMENT”
REV. SIMON HOANG SVD— INSTRUCTOR OF THEOLOGY
DEPARTMENT OF THEOLOGY & PHILOSOPHY [DTP]



“I am spoiled as a religious missionary person!”

Looking back on my years of formation training and yet with the ongoing education that the Society of the Divine Word Missionary continues to provide for my spiritual growth and missionary work, I must admit that as a religious missionary person, I am spoiled with all of these opportunities for self-improvement, vocational and ministerial enrichment.

During the weekend of the Marriage Encounter Bilingual Program that took place at Sacred Heart Church in Memphis, TN (one of the three parishes that are under the care of the Divine Word Missionaries), I was humbled by the opportunity to be part of this program and indeed very grateful for all the blessings received.

There were 23 couples who participated in this program for the first time. The couples length of marriage ranged r from 6 months to 55 years. There were 20 other couples who were second-time participants, and additional couples who were mentors. The three-day weekend program was full of laughter and tears. The two central themes were “Regenerating the Initial Fire of Love” (in Vietnamese: “Cái Hay Ban Đầu”), and “Being witnesses of marriage vocation” (in Vietnamese: “Giữa Lòng Đời.”). These presentations and sharing sessions were embedded in prayers, bible sharing, Eucharist, and the sacrament of reconciliation.

It was a highly emotional and spiritual weekend, which ended up with a beautiful “romantic” dinner and dance, along with the presence of their children and loved ones, which highlighted the joy of marriage vocation amid challenges!

The question that remains in my heart and calls for a commitment, is, “How can I, as a religious missionary priest, be a matchstick (que diêm) that helps to rekindle the fire of love and holiness in marriage life?”



**“COLOR VOWEL LEVEL 2 CORE COURSES: PART 2”
MS. MICHELLE VARGO—SENIOR INSTRUCTOR OF ESL
INTENSIVE ENGLISH LANGUAGE INSTITUTE [IELI]**



As many of you know, I have been on an educational journey to acquire new teaching methodologies in pronunciation which has led me to delve into the Color Vowel© pronunciation program. I am extremely glad to report that I have completed all four of my Color Vowel© Level 2 Core series of courses which included: Color Vowel© Yoga, Color Vowel© Spelling, [Color Vowel© Rhythm and Chants](#), and Color Vowel© Sound Awareness. During the final two courses of the Level 2 Core program, I was challenged to create rhythms and chants on, frankly, sensitive topics, explore the pronunciation patterns of different languages, and delve into my own pronunciation patterns.

MICHELLE

Visualize it!

Flood it.

estrogen
cells
sex
sexual
testes
breasts
progesterone
vas deferens
seminal vesicles



Practice it.

Key Words:
female reproductive anatomy
female reproductive anatomy
uterus, vagina, ovaries
female reproductive anatomy

Significance:
Progesterone, estrogen, testosterone
Progesterone, estrogen, testosterone
are human reproductive hormones
Progesterone, estrogen, testosterone

Talk about it.

Human reproductive anatomy has three main categories: gonads, internal genitalia, and external genitalia.

Gonads are the primary reproductive organs and are responsible for producing gametes (sex cells) and sex hormones.

Internal genitalia are reproductive structures located inside the body that play a vital role in the maturation, transportation, and fertilization of gametes, as well as in the development of offspring.

External genitalia are visible from the outside of the body and play roles in sexual intercourse, protection of internal genitalia, and the passage of urine.

[In March, I began the process of becoming a chanter extraordinaire in my Color Vowel© Rhythm and Chants course.](#) The goal of this course is to help English language instructors teach ESL students the rhythm of English which is a central part of being understood and accepted by native English-speaking listeners. In order to accomplish this task, I was given several different assignments to complete which included: learning how to prep, lead, and close a chant with clear gestures, mastering three standard Color Vowel© chants and their variations, creating three new chants using chant-

writing 'recipes', and learning when and where chants are most effective in a lesson. All these mini-lessons led to my final project the creation of a Color Vowel© Rhythm and Chant lesson on human reproductive systems. Why this topic you might ask? I was the only college level ESL instructor in this course and our coaches wanted me to be “challenged”. To complete this assignment, I included, a word art visual using the vocabulary assigned in the reading, a list of “red pepper words”, two different chants, and a “talk about it” section. Finally, I had to present my lesson live on Zoom.



In April, I continued my [Color Vowel© Level 2 Core](#) journey with Color Vowel© Sound Awareness. In this practice-based workshop, I participated in a series of discovery activities and mini-lectures aimed at increasing my phonological awareness for the purpose of English language teaching. It included discussions on Broca’s area, linking and reduction, stress and syllable timing, problem sets featuring Spanish and Hawaiian phonemes and allophones, and an exploration of our mouth and how it moves when we speak. If you’ve never put a tooth brush on your tongue while attempting to say all the vowel sounds of English and then “painting” said movements with the associated Color Vowel© colors, you have not truly lived. Unlike the other courses in this series, there were no “lessons” to complete just honest self-evaluation and reflection of my pronunciation and how I could use my new found sound self-awareness to help students with their pronunciation difficulties.

Thankfully, I successfully completed both course and received my certificates. I plan to continue working through three Level 2 elective courses and an eight-week Level 2

**“ARCHIVAL FUTURES: EVOLVING THEORIES AND PRACTICES
MS. ELIZABETH WINTER—LIBRARY DIRECTOR & ARCHIVIST**



I attended the 2024 Annual Meeting of the Midwest Archives Conference in Des Moines, Iowa. The theme of the conference was

“Sowing Seeds of Change” with

presentations that highlighted the evolving nature of archival work. The plenary session speakers kicked off the conference by exploring the evolution and preservation of agricultural practices in the Midwest as evidenced by their positions at Living History Farms in Urbandale, IA, and the Seed Savors Exchange in Decorah, IA. In contrast to traditional archives, these organizations must preserve living practices and organisms. This session in particular underscored the changing nature of archival work. Archival roles and responsibilities are expanding—it is not sufficient for archival practitioners to limit their expertise to manuscripts, personal papers, and photographs—the “bread and butter” of traditional archives—they must develop and apply preservation practices to uncommon record types such as historic buildings and seeds, and new-er record types such as born-digital resources and digital objects. Furthermore, archivists must actively seek out collections that are within their collecting-scope, rather than waiting for materials to be donated. Archival silences, the “gap in the historical record resulting from the unintentional or purposeful absence or distortion of documentation,” are common in institutional archives because archivists have conventionally played a relatively passive role in obtaining collections (SAA Dictionary). Current archival theory and practice casts aside the notion that the archivist is a

neutral, unbiased actor. Rather archivists are implored to examine collection weaknesses and seek out materials that increase representation of the communities the archives espouse to represent. In addition to ensuring that underrepresented groups are given space in the archives, archivists must also work to make their contributions known to the wider community and the world. This aspect of archival work—making collections known and accessible—continues to be pervasively problematic. Digital libraries are one of the most prominent ways that archivists promote and provide access to collections, but preserving digital materials can be costly, time-consuming, and more complex than paper records. Here at DWC, the archives has an internal website to promote and provide access to collections. Larger archives have more robust digital repositories. If you are interested in exploring some traditional archives collections, check out this list of “Sixty Sensational Online Historical Archive Collections.” If you are curious about some of the more atypical archival collections in existence, check out this “Compendium of Fascinating Archives to Explore” I would also highly recommend exploring the following Midwest digital libraries: Iowa Digital Library and the Minnesota Digital Library.



**“AMERICAN CATHOLIC PHILOSOPHICAL ASSOCIATION’S ANNUAL MEETING”
DR. JASON REED—ASSISTANT PROFESSOR OF PHILOSOPHY
DTP DEPARTMENT CHAIR— DEPARTMENT OF THEOLOGY & PHILOSOPHY**



I attended the ninety-seventh annual American Catholic Philosophical Association meeting, held in November 2023 in Houston, TX. The title of the meeting was The Human Person.

The event I participated in was an interaction with one of the leading Medieval Philosophers in the world—Dr. Gyula Klima of Fordham University in New York. I was one of the speakers invited to present a paper on a philosophical topic that touched on Dr. Klima’s scholarship.

I presented a paper titled A Radical Cosmological Argument: The Real Distinction and the Problem of Uncaused Contingents. Recent books and articles have been devoted to St. Thomas Aquinas’s Cosmological Argument for the existence of God, found in chapter 4 of his *De Ente et Essentia*. The argument has plenty of critics and defenders. The debate typically centers on whether or not St. Thomas establishes a real distinction between essence and esse. (of course, there are questions about infinity regresses, whether the argument infers the existence of God, the nature of Thomistic essence, the cogency of God as a pure act, and things of this sort). My paper develops and responds to an objection we call “The Problem of Uncaused Contingents.” This double-barreled problem attacks both the real distinction and the kind of contingency it supposedly entails. While this label is not as popular in the literature, the ideas it contains are present in the objections critics raise against the argument. In Part One of the presentation, I sketched the cosmological argument. Part II, I explained the two-sides of the problem of uncaused contingents. Part III, I defended the real distinction and contingency in responding to the problem. Consequently, the aim was to see if there is an interesting route to the real distinction found in the middle phase of the argument that seems to be overlooked by both sides.

Hopefully, this paper will help to further the discussion by providing some new food for thought.

“ of course, there are questions about infinity regresses, whether the argument infers the existence of God, the nature of the Thomistic essence...”



“LEARNING & SHARING AT “LOVE, LANGUAGE, AND LITERACY FOR ALL”, THE MIDTESOL CONFERENCE”

DR. ASHLEY HEIBERGER—ASSISTANT PROFESSOR OF ESL

INTENSIVE ENGLISH LANGUAGE INSTITUTE [IELI]



The September 2024 MidTESOL Conference, entitled “Love, Language, and Literacy for All,” offered a variety of ways to be engaged in the community of educators and administrators

involved in teaching English as a Second Language. At this conference, I shared my presentation “Navigating Through Confusion in the Grammar Classroom,” which was based on a study I conducted. I am very thankful to the participants in my study, who have helped me continue to improve my own understanding and teaching as well as to share this information with other educators. The participants in my study helped me to find four areas of focus: A) Coping with confusion; B) Communicating with clarity; C) Building confidence; and D) Applying grammar outside of class. By creating an atmosphere with clear and engaging lessons—and even some television and games, learners feel more comfortable in the classroom, and they are better prepared to address confusion. In fact, sometimes something as simple as pointing out, “This is confusing, isn’t it?!” may help students accept the task at hand and work through their confusion. Instructors can present information in a variety of ways and give students time to work through confusion by themselves, with their classmates, and with the instructor’s timely intervention when necessary. After my presentation, I attended several other presentations, which gave me ideas to consider in my own teaching practice, such as incorporating mysteries in reading classes to promote critical thinking, considering student trauma within assignments, and even finding ways to reduce stress for instructors so that we can focus on teaching.

During the conference, I also worked as a volunteer. I helped work at the registration table as a way of becoming involved and giving back to the community. At the registration table, I helped attendees register, access the conference materials, and find answers to their oth-

er questions. I also spent time with the administrators of MidTESOL and the conference, and it was interesting to learn the behind the scenes roles for this regional affiliate of TESOL professional organization.



“CALL-IS NEWSLETTER”
MR. LARRY UDRY—ASSISTANT PROFESSOR OF ESL
INTENSIVE ENGLISH LANGUAGE INSTITUTE (IELI)



The third TESOL CALL-IS Newsletter of 2024 was published August 22nd. What I love about being the editor of the TESOL CALL-IS Newsletter is the personal connections I make with people all over the world- in this edition: Nepal, Osaka, Canada, upstate NY, and South Florida. Not bad for a newsletter coming out of Epworth. Who said nothing good ever came out of Epworth? This year I also undertook a column called “Making Connections,” handed off to me by the former editor. In it, I interview “newbies to the IS. (Interest Section of TESOL) In addition to two letters from the Chairs (not included), what follows below is the titles, authors, locations, and a brief description of each title.

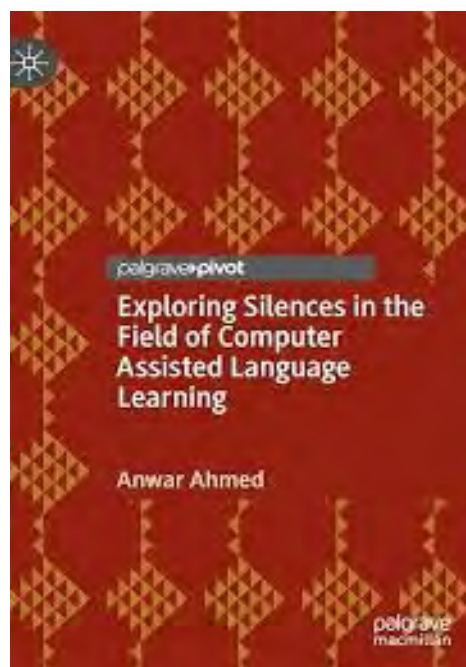
1. Artificial Intelligence and Computer-Mediated Communication In Undergrad Classes In Nepal Prateet Baskota, Kathmandu University, School of Education, Hattiban, Lalitpur, (Nepal). This article explores how AI and CMC (Computer-Mediated Communication) have become increasingly important in Nepalese undergraduate English classes. By exploring the potential of AI and CMC, this article shows how students have collaborated on projects and assignments.

2. Innovative Teaching: Instagram As a Learning Resource Sandra Huynh, Instructor, Kindai University, Osaka, Japan. Instagram shows promise as an educational tool for enhancing student engagement. While it offers significant benefits, such as increased interaction and connection outside the classroom, challenges like varying student interest and accessibility must be considered. This article examines these factors and their implications for effective learning.

3. Pioneering Practices: AI Innovations and Challenges Dr. Jasmin Cowin, Ed.D. Touro University, Graduate School of Education, U.S. Department of State English Language Specialist. In an era where AI redefines boundaries, its integration into English language education is as revolutionary as Gutenberg’s moveable printing press innovation in the 15th century. Navigating this landscape requires critically assessing both opportunities and obstacles, ensuring AI enriches language learning while

addressing ethical concerns and potential risks. This article explores this landscape.

4. Making Connections Larry Udry, Divine Word College, Epworth, Iowa. In this column, we interview two leaders from the CALL Interest Section to discover their favorite tools, tips, and ideas for combining technology for teaching and learning.



5. Book Review: Exploring Silences in the Field of Computer-Assisted Language Learning Madge Mitchell, Graduate Student, Linguistics/TESOL Master’s program, University of South Florida, USA. The following is a book review of Ahmed, A. (2022). “Exploring Silences in the Field of Computer Assisted Language Learning (1st ed.)” In his book, Anwar Ahmed critically investigates five gaps, or areas in the field of CALL. What is often not explored are potential negative implications: (a) viewing technology as a solution to logistical dilemmas in education, (b) understanding who these technologies benefit and why they are being integrated, (c) using technology as a solution to temporal inflexibility, (d) experiencing the affective impact of tech integration, and (e) considering social media as potentially damaging to learners’ agency.

**“MID-TESOL CONFERENCE”
MS. HEATHER TAYLOR—LECTURER OF ESL
INTENSIVE ENGLISH LANGUAGE INSTITUTE [IELI]**



In September, Sharon Sinton, Ashley Heiberger, and I attended the Mid-TESOL Conference in Council Bluffs, IA. This conference focused on equipping English language teachers from a variety of contexts in the surrounding Midwestern states. This year's theme was Love, Language, and Literacy for All. Mr. Don Vu was the keynote speaker. He shared about his journey in education, as well as his passion for literacy and making books available for students. At least two sessions were particularly helpful to me.

Building Thinking Classrooms: Fostering Critical Thinking and Academic Discussion

This session focused on de-fronting the classroom by giving the students vertical and non-permanent surfaces to complete group work. The teacher puts the students in random groups and assigns them a task. The group uses white boards or paper on the wall to write and complete the task while the teacher observes, giving feedback, and prompting questions. This style of teaching actively engages each student to get up and out of their seat, participate, and perform the task with a “hands on” approach. After the task is completed, the teacher facilitates discussion and reflection.

Critical Thinking through Mystery and Detection Themes

One ESL teacher used mysteries to enhance critical thinking skills. Students learn to ask questions, analyze, and observe the text's meaning while reading through a mystery novel. Mysteries and riddles foster skills such as logical reasoning, pattern recognition, creative and speculative thinking, deciphering clues, evaluating the evidence, and predicting outcomes. Using literature, such as mystery books, gives this a creative spin and can be used to further develop reading skills.

Since attending this conference, I have tried to incorporate what I learned from these sessions into the classroom at Divine Word College. First, I have tried to intentionally create a “Thinking Classroom” by de-fronting the classroom during group work. When this happens, the students are more apt to stay involved and engaged while they actively put their English skills to use. In another class, I tried beginning the class with a riddle. This has become a fun way to encourage the students to think critically.



“ENGLISH LANGUAGE LEARNERS WITH LEARNING DISABILITIES ”

DR. SEO HYUN PARK, ASSOCIATE PROFESSOR OF ESL

DIRECTOR INTENSIVE ENGLISH LANGUAGE INSTITUTE [IELI]



This Fall, I submitted a proposal titled as “Administrative practices on learning differences in an intensive English program (IEP)” for

a presentation in Professional Development Conference of EnglishUSA, formerly known as the American Association of Intensive English Programs. This annual conference, virtually held in January, invites English language teaching professionals and administrators to explore the following areas of interest: curriculum development, innovative programming, leadership and management, marketing and student recruitment, faculty professional development, faculty evaluation, student assessment, standards, regulations, and compliance, teaching techniques in the classroom, workplace well-being, and most recently, AI in teaching and learning. Thanks to generous funds from the College, the Intensive English Language Institute (IELI) has been a member of EnglishUSA since 2017.

Research on English language learners with learning disabilities (ELL/LD) is predominantly, if not exclusively, based in K-12 school settings. A small number of studies examine adult refugees and immigrants with interrupted schooling and/or learning disability, but no research has been published, to my knowledge, on learning disability in a college-governed, intensive English language program. This is understandable as (1) time is at a premium in an IEP, (2) post-secondary language learning is an individual choice for adults, outside the realm of Department of Education regulations,

and (3) adults’ foreign language learning is not free but is even a luxury to many people around the world. With this nature, if an adult student struggles academically and ends up repeating an ESL level or more, the student simply gives up and leaves the program. These dropouts don’t seem to bother most IEPs as firstly it is such a small percentage of the entire enrollment, and secondly, with their “student as customer” approach, they respect student decisions.

When this issue comes to Divine Word College, things are a bit different. Struggling students in the IELI neither give up nor leave us unless their Superiors say so. This is the moment when the IELI makes a hard but ethical decision to let them go so that they can direct their time and resources to numerous other, less-academic ministries. Of the 254 new students admitted to the IELI since January 2018, 15 students (5.9%) were dismissed, following the college’s progressive discipline policy (referral, early intervention, accommodation, academic probation, and dismissal). This rate is lower than that (9%) of limited English proficient students designated as requiring special education services in grades K-12 in the United States, which means that the IELI does not over-identify students with learning difficulties. The average time that those 15 dismissed students spent in the IELI is 21.4 months and the average highest IELI level that they attempted (but failed) is 6.9. This implies that IELI students’ learning difficulty is hardly identified until they reach high-intermediate levels where critical thinking, abstract reasoning, and creativity are required to meet student learning outcomes.

CONTINUED...

DR. SEO HYUN PARK, ASSOCIATE PROFESSOR OF ESL

DIRECTOR INTENSIVE ENGLISH LANGUAGE INSTITUTE [IELI]

Despite lacking literature and DWC's unique context, previous research on ELL/LD does provide the IELI with some insights and suggestions as below:

1. Note common characteristics in ESL students' and learning-disabled students' language development (e.g. pronunciation, syntax, semantics).
2. Minimize the need for referrals by establishing positive school climate and providing support systems for teachers.
3. Trust teachers' intuition on potential LD, which is proven valuable and accurate.
4. Building vocabulary and background knowledge is the most effective intervention for ELL/LD.
5. Interventions with older ELL/LD should use cognitive strategies such as summarizing, question generating, clarifying, and predicting, rather than social-cognitive (e.g. motivation-related interventions) or social constructivist (e.g. connection to real-world activities) approaches.

This ongoing literature review and policy improvement would not have been possible without funds for the faculty professional development from the VPAA office as well as Matthew Jacoby Library's extremely convenient book purchase request system and research databases.



**“BUILDING THINKING CLASSROOMS: FOSTERING CRITICAL THINKING & ACADEMIC DISCUSSION”
MS. SHARON SINTON—SENIOR INSTRUCTOR OF ESL
INTENSIVE ENGLISH LANGUAGE INSTITUTE [IELI]**



On the last weekend in September, Heather Taylor and I attended the two-day MIDTESOL conference in Council Bluffs, Iowa. Kicking off the conference with an 8:00 am presentation was our colleague, Dr. Ashley Heiberger. She shared her research results on navigating confusion in the grammar classroom and gave some recommendations for working through the confusion.

After a long day of sitting and an exciting night of broken sleep caused by the hotel fire alarm going off, I was feeling rather wilted for the second day. Both Heather and I decided to attend an hour and 45 minute workshop on critical thinking in the classroom presented by Dr. Roger Laubengayer, a secondary education coach from Topeka, Kansas. I was a little concerned about how I would manage to focus for such a long workshop.

It turns out my concerns were baseless. We didn't do a lot of sitting; we were up in groups at the wall standing and working on our assigned task. Dr. Laubengayer circulated around the room and prompted and encouraged us as needed. After completing our tasks, including sanctioned spying on other groups, we consolidated what we had learned as a class.

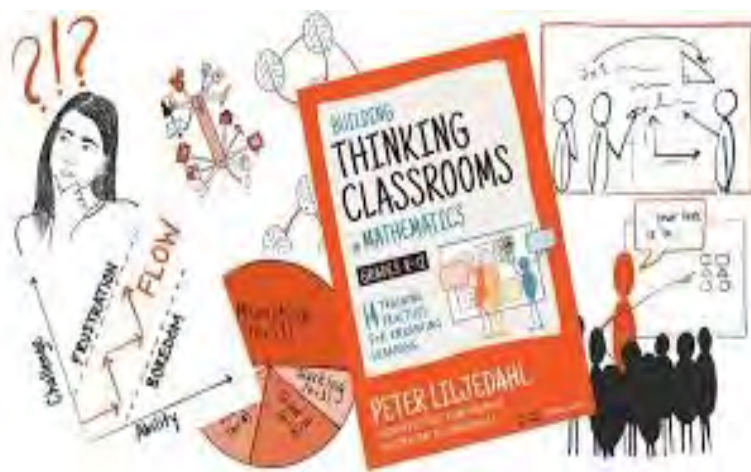
So what were we doing? Dr. Laubengayer was introducing us to techniques from the book *Building Thinking Classrooms in Mathematics* by Pete Liljedahl. Wait? Mathematics? Yep. The principles in this book are transferable to any classroom.

What were the principles? Many of them involved changing the structure of the classroom. The most obvious change was to locate student work on vertical, non-permanent surfaces. Vertical surfaces increase engagement, and nonpermanent surfaces increase risk-taking. Another important element in creating thinking

classrooms was to create visibly random groups. These random groups decrease social barriers. Because these groups change with each task, students are also able to interact with all of their classmates over time.

Another point was to decentralize the classroom. There was no “front” of the room; students were working all along the walls with the teacher circulating around the room to various groups to give hints and extensions to maximize workflow. Dr. Laubengayer's role was to answer “Keep Thinking Questions,” not proximity questions or “Is this right?”. He also encouraged us to “spy” on the other groups. The purpose of which was to have us look at the work of our peers to make use of the knowledge in the classroom and foster autonomy but to not disturb the other working groups.

As a student in this class, it was energizing and refreshing to work standing up with a group of peers. I enjoyed the learning process and have implemented some of the techniques in my classroom. The students have been very engaged working in small groups and moving out of their chairs. If nothing else, I was pleased to see that a small change such as standing up, could have such positive results.



“ A CONTINUAL LEARNING ABOUT SELF & OTHERS IN ORDER TO GIVE BETTER RESPONSES TO THE NEEDS OF OUR COMMUNITY MEMBERS”

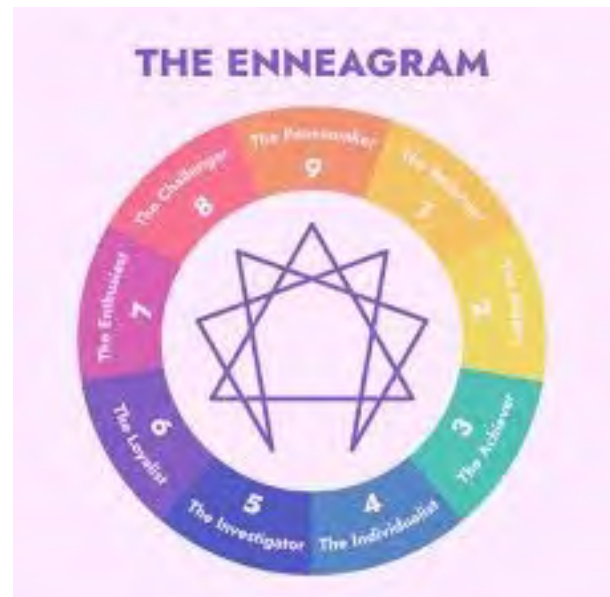
**REV. DR. LLOYD (SAM) CUNNINGHAM, SVD— ASSISTANT PROFESSOR OF PSYCHOLOGY
DEPARTMENT OF INTERDISCIPLINARY STUDIES [DIS]**



For me, the summer months were broken down into two parts. This year, both of my Illinois and Iowa clinical psychologist licenses were up for renewal, which requires 40 hours of continued education, each. After completing those hours, I participated in a Two-Day certification Conference on Alzheimer's, Dementias, and Mental Health conditions. The Conference centered on Neuroscience and Gerontology, which presents itself in various Mental Health Conditions for our aging populations.

Immediately following that Conference, I took part in a conference on Racial and Generational Trauma: Evidence-Based Somatic Interventions for BIPOC Clients. I have become more intrigued by this theme, which dovetails with two of four workshops I presented in Dubuque (Sisters of the Presentation) and West Virginia (SVD West Virginia District). Caring for Self and Community: Mental Health and Trauma in Religious Community.

The final two workshops, Self-Discovery In The Enneagram and Wings and Arrows in the Enneagram, were presented at CTU to the Inter-novitate Program.



**“HUMAN ECOLOGY & ENVIRONMENTAL IMPACTS, ENVIRONMENTAL JUSTICE & CLIMATE ACTION”
DR. CATHLEEN CLEARY-ASSOCIATE PROFESSOR OF BIOLOGY
DEPARTMENT OF INTERDISCIPLINARY STUDIES [DIS]**



Single Use Planet:

In February of 2024: I attended a live, online event featuring previews of the powerful new film "Single Use Planet" and a live panel discussion with leading experts. This included film clips and discussion about the science and politics of the plastics industry in the U.S. and beyond.

This new documentary feature film offers a thorough, even-handed investigation into the public and community processes leading to the construction of new plastic manufacturing plants and the political and social dynamics that underpin them. (While it is available for purchase, the cost of the DVD at \$295, and the classroom rental fee of \$95, is restrictive.)

Human Ecology:

In June 2024, I studied with an online course titled "Understanding Human Ecology and Ecological Anthropology", which provided an outline of how the subject of 'human ecology' emerged as scientists became more aware of the impact of human activity and population growth on the environment. As human populations have increased, so the space in which natural systems can thrive has been reduced. Topics included the impact of human activity on the environment, how ecological anthropology emerged, cultural materialism and neofunctionalism, different models of human ecology proposed by those in the field and included studies of different indigenous communities. Very interesting material!

Artificial Intelligence:

In July 2024, I registered for and began work on the online course titled "Teaching with Artificial Intelligence", offered through Auburn University. This course addresses teaching in a world increasingly affected by generative artificial intelligence (AI). It has

been beneficial to me as it teaches the fundamentals of artificial intelligence and its various applications in education, which I am admittedly not well-versed in. It is helping me identify ways AI can be used both in course planning and delivery to enhance student learning, and how to address the increasing concern over ways the students use AI in their personal learning.

Climate Action:

In the Fall, I attended and arranged for 1 or more students to attend two events held at Loras College in Dubuque focused on sustainability: one a panel discussion on Environmental Justice, part of the Dubuque International Day of Peace events, and the other, a talk sponsored by Loras College and the Archdiocese of Dubuque titled "Finding Hope in Climate Action", on climate actions in the teachings of Laudato Si'.

I am currently working in the Campus Climate Action Group of the Dubuque Colleges Sustainability Coalition to plan an 'Environmental Summit' for April 3, 2025, which includes; four 30-minute presentations, student poster presentations on topics concerning education/empowerment/awareness, humanity's integral role in nature, and realistic optimism about climate changes, with breakout sessions focused on climate health, human mental health and imparting climate science information.

