

HONORING TIMES

The Newsletter of the Snow College Honors Program

2014 HONORS PROGRAM GRADUATES

Congratulations to these Honors Program graduates!

Honors Graduates

Nellie Boyer
 Cortney Crook
 Shannon Engberson
 Chelsea Findlay
 Ashley Foster
 Cassidy Harmon
 Ashlee Haupt
 Angus Macfarlane
 Annalise Phillips
 Summer O'Very
 Chris Petty
 Haley Reed
 Megan Richardson
 Chris Riding
 Kathryn Riding
 Cassandra Taggart
 Davis Underwood
 Kendall Weaver
 Emma White
 Abigail Wyatt

Graduates' Opinions on Why Honors Matters

- “The Honors program has been one of the highlights of my time at Snow. The classes are highly intriguing and focus on ‘how’ to think as opposed to ‘what’ to think. I have gained valuable reading, writing, and critical analysis skills and have gained a greater appreciation for higher education. Intellectual Traditions of the West with Dr. Wright blew my mind.” –Chris Petty
- “The Honors Program has easily been one of my favorite, if not my most favorite, experiences of Snow College. The faculty, the curriculum, and the fellow Honors students promote discussion, new perspectives, interdisciplinary connections, and joy in learning. The concept of different but not harder is true; the classes have not been harder than my non-Honors classes, but they have been more engaged, personal, and hands on. Because we receive regular emails to fill us in about Honors activities, I feel informed about what is happening around the school and find extra opportunities to be involved on and off campus. I know that if I were to instigate an academic or social campus project, I would find support from and guidance within the Honors Program, which is important to me. I've taken multiple opportunities to tell high school students ‘Go to Snow! Join the AWESOME Honors Program!! It's the best!’”
 – Shannon Engberson
- “I absolutely love the honors program. Participating in the classes and interacting with the professors has been an enormous privilege over the past few years, and I have considered these courses some of the most valuable experiences in my educational career. Because of the Honors program, I now think more critically, write more effectively, and approach ideas in ways I had never previously considered. I advise all students to include Honors classes in their general education, because they provide so much opportunity for growth. I will definitely miss being part of this program after graduation.” – Chelsea Findlay

THE NEXT STEP: UVU

Highlighting 4-year honors programs that welcome Snow honors students

The UVU Honors Program admits students competitively each February and October on the basis of previous academic experience, curiosity, initiative, and intellectual potential. All students are welcome to apply, although most admitted students do have strong GPAs and ACT scores above 24. Honors also awards about 35 Housing scholarships and up to 20 tuition scholarships each academic year. Honors offers both a lower-division entry point (for students with fewer than 60 college credits) and an upper-division entry point (more than 60 credits). Please visit www.uvu.edu/honors to explore and to get more details about scholarships, courses, and how to apply.

The Honors Program supports students from any major and uses both General Education courses and majors' courses at an Honors level to enhance students' undergraduate experience. Students benefit from specialized advising, priority registration, use of the Honors Study Commons and computer lab, cultural and outdoor events funded by the program, and extensive opportunities for undergraduate research.

Through Honors, students complete a series of small classes with other highly motivated students, guided by faculty invested in their students' intellectual potential. Students grapple with texts and ideas that have fascinated the world's great thinkers, writers, artists, and scientists as they gain the courage to try out new and challenging ideas, places, and experiences. The Program concludes with each student completing a senior thesis or project that demonstrates commitment and skill within the student's selected major. After meeting with the director, students may transfer some Honors work from other colleges or universities. Through Honors, all highly motivated students can chart a customized program of study most suited to their post-baccalaureate plans.

“Every moment of my college experience has been rewarding since joining Honors at UVU. Having experienced being a regular student prior to joining, I can truthfully say that life is so much better as an Honors student. The Legacies classes are my favorites for engaging in meaningful dialogue and expanding and enriching my mind the way I'd always imagined college would do. I spend time with friends in the Honors program because it is important to me to associate with people of this caliber: to expand, to relate, to enjoy, to influence. The activities associated with Colloquium are also reason alone to sign up. Before, I was stuck in a little box of not knowing about and having access to all the treasures around here in Utah. Now I get to experience them, and in experiencing them, train myself to do it on my own, and show others all the spectacular stuff around them. My fear in not joining earlier was I was afraid I wasn't capable of being in a University Honors Program, but high-achieving students will transition seamlessly into what the Honors program has in store for them at UVU.”

--Mike Jones, Junior, Pre-Engineering

“I have loved being in the Honors Program at UVU. The director and advisors truly want you to succeed and will help you in any way they can. The Honors classes you take, whether general education or electives, are taught by amazing professors and you definitely get more out of them than you would a regular class. The activities and events that I've gone to because of the Honors Program are incredible! I've met so many people and done some remarkable things all because of the Honors Program. This program has enriched my college experience and made me a better student and person.”

--Chelsea Kemp, Sophomore, Hospitality Management

GENDER STUDIES COURSE

A student shares what she has learned in the Gender Studies class

For the first time in Snow College history, Gender Studies was offered this year as an elective for Honors students. An interdisciplinary, discussion-based course, this class featured professors from several different departments who addressed how gender biases, stereotypes, and misconceptions affect our world every day. Pioneered by Dr. Rachel Keller, the Gender Studies initiative is a valuable collaboration that teaches students to recognize injustices in society; to expand their worldview and understand different cultures; and to become more educated, thoughtful, well-rounded individuals. This has been an enriching experience for me because it made me ask questions I never would have

before. I have become much more aware of the biases and assumptions I hold and found healthy ways to address them.

I would encourage all students to take Gender Studies at some point in the future, whether at Snow College or elsewhere. In order to help raise awareness for gender issues, I asked students to describe stories from their personal lives that deal with gender in one way or another. For the full text of the stories and interviews, look online over the next few weeks on the gender studies webpage, www.snow.edu/genderstudies.”

-Chelsea Findlay

HONORS MOMENTS, 2013-2014

Images from honors events during the year



Leo Smith presenting her research during the fall semester honors thesis defenses. See the announcements section of this newsletter for details on the spring thesis defenses.



Students from the honors gender studies class presenting a check for the funds they raised to promote gender awareness in the study of history.

FACULTY FOCUS

By David Allred, Honors Program Director

One of the (too many) books I am currently reading is the famous ancient Roman text, *Metamorphoses* by Ovid. This is an important source for classical mythology, and it is one place to read the stories of Arachne, Narcissus and Echo, Hercules, and many others. The way Ovid weaves the individual stories together is by exploring the ideas of transformation, change, and transition. You may remember that Arachne is turned into a spider, and Echo becomes, well, an echo. Narcissus is so captivated by his own reflection that he dies while Hercules performs his labors and is made immortal.

As the school year comes to a close, I am thinking about transformation and transitions as well. On page one of this newsletter, you can see the names of the students who are transitioning out of the honors program. I congratulate each of them on their hard work in completing the honors program.

Another transition is on my mind: three years ago, I had the chance to take on the new responsibility of directing the honors program. In the coming months, though, I will likely be stepping down as the honors director so that I can serve as the chair of the English Department. My successor will be chosen soon.

Being honors director has been one of the most rewarding experiences of my career. I want to thank my excellent colleagues on the honors committee and the supportive faculty and staff

who have helped advise and support honors students in their academic work.



Honors has been a thrilling and invigorating challenge, and it has made me a better teacher. I value the time spent with honors students in class, at socials, and on honors trips, and I look forward to continue being involved in honors by teaching ITW and honors thesis classes.

Thanks for three great years!

HONORS LEADERSHIP TEAM:

CHELSEA FINDLAY

ANGUS MACFARLANE

SUMMER O'VERY

HALEY REED

CASSANDRA TAGGART

KENDALL WEAVER

HONORS PROGRAM DIRECTOR:

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