

Honoring Times

Snow College Honors Program

2/1/2015

Volume 3, Number 4

Congratulations Honors Fall 2014 Thesis Students!

On December 1st and 2nd, the Honors Thesis students delivered their completed theses. The Honors Program wanted to acknowledge the hard work that students put into this incredible accomplishment. We asked a few students to tell us about their topic, the skills they learned, and advice they would give to future students.

“I wrote about nursing in the media and it affects nurses working in the real-world. I chose this topic because I’m going into nursing and I have a love for medical television shows. As I started schooling and spending time with real-world nurses, I noticed how poorly nurses were portrayed on television and I wanted to know why. I learned a lot about the writing process and how to properly present ideas to my superiors through writing. My advice to future Thesis students is: don’t procrastinate! As long as you stay on top of things and ahead of deadlines, your paper will come along much easier than you expect.”

Beth Coles

“I wrote about the importance of arts education. The reason I chose to write about this is



because in schools, the arts are looked at as less and less important as the years go by. I wanted to research why this was, and how we could benefit from learning the arts. I learned how to do good, thorough research with credible sources. Make sure to work every day on your thesis. It’ll really pay off when it gets closer to the due date, and you’re not scrambling to finish. Plus, your thesis is much more well-written if you’re keeping up and giving yourself time to revise and edit.”

Erin Beilfuss

“I wrote about the wild horses of the United States and their management options. I chose

this topic because I wanted something to do with agriculture and/or natural resources and this hit on both. The horses are a big controversial topic right now with the state vs. federal land battles going on, and their control numbers. And coming from an ag family, I have always been interested in competitors and domestic cattle and sheep on BLM ground. I honed a lot of time out—of—range resources that compete with management skills. I also learned the correct way to structure a formal paper, and how to properly cite sources in a research setting. Learn to cite your paper correctly and use your time wisely!”

Kendra Young

Are you service learning, yet?

By Professor English Brooks

If you're like many college students, you might associate the word "service" with some set of volunteer experiences you may have had through school, family, church, or other community groups. Maybe you recall finding yourself, one Saturday morning, dropped off at someone's house to rake leaves, scrape paint, or move boxes. Perhaps this was someone you knew well, or just as likely, somebody you'd never met before. Usually these tend to be pleasant memories, one hopes, leaving us invigorated by the pleasure of physical work, fulfilled by a new human connection, and at least vaguely satisfied by having reached out and helped someone in some way. If we were particularly attentive to or observant of that other person's own life or perspective, perhaps we even learned something new about the world.

What I've described here is what we often call "volunteerism." Hopefully such experiences aren't unfamiliar, as volunteering in community service is meaningful and gratifying in many ways. However, as college students, you'll find many opportunities here at Snow to add to and deepen such experiences.

Just as the benefits of volunteer service can be limited by our understanding of the meaning of our work and how it fits into the larger picture, in a similar way, academic learning for the simple mastery of certain abstract concepts and skills has limited value until we apply it in the wider world, for some greater good. In other words, tackling even the most stimulating and interesting academic material (whether in the arts, humanities, sciences, etc.) for the sake of mere college credit or intellectual athleticism, however worthy these may be, only matters in the real world when we put this learning to work in the service of a larger community.

An excellent way to combine the benefits of academic learning and community service is through service learning. Service learning helps students develop their critical thinking and leadership skills through intellectual, moral, and civic learning to create rigorous and rewarding academic experiences. These experiences enable students to take what they're learning in the classroom and apply it through meaningful, hands-on projects that connect them with the community and help them prepare for professional and civic life beyond college.

Examples of some of these opportunities range from Alternative Spring Break trips and service-oriented campus

clubs like Snow Service, to the Service Scholar Award and service learning (SL)-designated courses available across most programs at Snow (including Honors!). These and other co-curricular service learning opportunities give students a chance to collaborate and connect with fellow students, and to work with community partners on projects that address real needs and problems in the local community and wider world. If you're interested in getting involved in any of these opportunities, talk with your Honors advisor, or contact English Brooks, Service Learning & Civic Engagement program coordinator (english.brooks@snow.edu).

We need your feedback!

The Honors Program advisors and assistant are in the progress of beginning the spring service project. We want to get as many Honors students involved as possible! Surveys have been sent to your email. There is one concerning Honors events and one concerning the spring service project. Your feedback will help us jump start the project. In addition, we want to get more Honors students at our events. We want to know what would interest you. Unity within the Honors Program is something we want to encourage and increase.

Faculty Focus

By Professor Bradford Young

Some of the best advice I ever received came from the Chair of the Political Science Department at the University of California, Irvine. I had been in the Ph.D. program for almost 5 years. In that time, I had completed all of the classwork and one of the three major research papers required to advance to candidacy; however, most of my cohort was close to, or already had, advanced to candidacy. I was far behind the expected timeline for completing my Ph.D. Though I was an excellent student, research and writing were not my passions. My true passion at UCI was teaching. I loved working with the students both in the classroom and outside of class settings. It was through my efforts to learn better how to teach that I was first introduced to community colleges. I learned of their smaller classes - similar in size to the discussion sections I had been teaching. I learned of their heavy emphasis on teaching and student engagement - and lighter demand for research and publication. I also found that most of them required a Masters, not a Ph.D., to teach full-time. The first (and only) major research paper I had

completed had earned me my Masters degree, so I was academically qualified. I immediately went on the job market. Over the next 4 months I applied to over 30 positions. In the end, I received only 3 interview offers and only 1 job offer. I took it enthusiastically - I was going to teach! But what about my Ph.D.? I had worked so hard and planned so long to get a Ph.D. that I couldn't imagine walking away from it (my personal e-mail address at the time included "phd" right before the @!) It would be a failure, wouldn't it? I decided to ask for an extension on my advancement deadline so I could move and then complete my Ph.D. while in the new job.

My meeting with the Department Chair will be one I remember all of my life. I told him my story, made my request, and laid out my plan for finishing the Ph.D. He took it all in and then addressed me. He asked many pointed questions that focused on how much work I still had to do to even advance to candidacy, let alone get my Ph.D. How much time and effort it takes to teach 5 classes each semester at a community college (would I really have time for graduate work?). After laying this



foundation, he asked why I had enrolled in graduate school. It was a blunt question - with the tone of "what were you thinking?!?!". I responded that I wanted to be a professor and teach in higher education - I had wanted that for several years. He then said that I had that already. I had a job teaching in higher education waiting for me in New Jersey. If that was my dream, take it and run! Don't look back and feel a failure because I didn't finish my Ph.D. because the Ph.D. wasn't really my goal - teaching in higher education was. He recommended that I withdraw from the program and move forward in my new career. I could re-apply and complete my degree if I wanted to at some point in the future.

That is what I did. I had achieved my goal and I have never looked back.

Good Reads

Rachel Bocanegra

recommends...*The Scarlet Pimpernel* by Emmuska Orczy, *Unwind* by Neal Shusterman, *The Princess Bride* by William Goldman

Lisette Canfield

recommends...*The Book Thief* by Markus Zusak, *Mother Night* by Kurt Vonnegut

Autumn Ingels

recommends...*13 Reasons Why* by Jay Asher, *The Scarlet Letter* by Nathaniel Hawthorne

Annie Wood recommends...

Pride and Prejudice by Jane Austen, *Walden* by Henry David Thoreau

Zach VanAusdal

recommends...*The Collected Works of H.P. Lovecraft*, *Lolita* by Vladimir Nabokov, *Rebecca* by Daphne du Maurier

Jace Bullough recommends...

I am Not a Serial Killer by Dan Wells, *Into That Forest* by Louis Nowra, *Watership Down* by Richard Adams

Morgan Aldous recommends:

Brave New World by Aldous Huxley, *Civil Disobedience* by Henry David Thoreau, *The Law* by Frederic Bastiat

Yuki Miyazawa recommends:

The Rent Collector by Camron Wright, *The Lost Choice* by Andy Andrews, *The Four Agreements* by Don Miguel Ruiz, *Oroonoko* by Aphra Behn

Mary Conger recommends...

Warbreaker by Brandon Sanderson *The Iliad* by Homer *The Screwtape Letters* by C.S. Lewis

Annie Foster recommends...

The Traveler's Gift by Andy Andrews

Guilherme Ramos

recommends... *Barren Lives* by Graciliano Ramos, *Blindness* by José Saramago, *The Perks of Being a Wallflower* by Stephen Chbosky

Sarah Stapley recommends...

Red Rising by Pierce Brown, *Warbreaker* by Brandon Sanderson, *The Thief* by Megan Whalen Turner, *Dragonfly* by Julia Golding, *Howl's Moving Castle and Darklord of Derkholm* by Diana Wynne Jones

Announcements!

- If you have not already registered for an Honors Class or are planning on doing an Honors contract, please plan accordingly. Contact Dr. Keller or Dr. Wright if you have questions.
- Like our Facebook page and keep up to date with Honors Events and News!
- Look out for emails about upcoming Honors events, and the spring service project.

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*If you have a story that you would like to see in the newsletter, email Lexee Tabbutt at 00167522@badgermail.snow.edu