# First-Year Honors Program
## 2015 Leader's Manual

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Welcome, 2015 FHP Leaders!

Congratulations on being selected as a First-Year Honors Program Leader for 2015! We are sure that you are excited about the challenges that lie ahead of you. Honors 121 is not just another class, and you are not just an average peer leader. You will be responsible for leading a group of twelve or thirteen students who look up to you not only as a guide and mentor but also as a friend. Many students at Iowa State will never have the opportunities and responsibilities you will experience in the next two semesters. We appreciate all the work you'll do in your important role as a First-Year Honors Program Seminar leader.

This manual and the training sessions that accompany it will provide you with the knowledge and tools to be successful in shaping and leading your Honors seminar. Please use this book as a primary resource not only throughout training but in the fall as well. If you have questions, talk with one of us or with other members of the Honors staff or collaborating faculty; we are here to help you!

Sincerely,

Laurie, Emily, Brian, Caroline, and Ian
Honors Program Contact Information

University Honors Program Staff

Laurie Smith-Law, Administrative Director
2136 Jischke • 294-4292 • lfiegel@iastate.edu
Laurie directs all administrative aspects of the Honors Program. A historian and a longtime Honors director, Laurie is knowledgeable about all policies and facts concerning the program. She is an excellent resource for questions about both the Honors Program and the University.

Susan Yager, Faculty Director
2138 Jischke • 294-4372 • syager@iastate.edu
Susan joined the Honors staff in 2008. She works with Laurie to oversee the program and develop new initiatives to expand opportunities for Honors students, particularly beyond the first year. She recruits Honors Seminar instructors and communicates with the Honors Committees in ISU’s six undergraduate colleges. Susan is an associate professor in English.

Emily Wilcox, Assistant Director, First-Year Programs
2131 Jischke • 294-5827 • eawilcox@iastate.edu
The Assistant Director of the First-Year Honors Program oversees the Hon 121 and Hon 302 experiences. Emily supervises the Undergraduate Assistants and the leaders, and will work with you throughout the year. Emily also works with Honors Ambassadors, prospective students, and Honors salons.

Dana Schumacher, Assistant Director, University Honors Program
2134 Jischke • 294-0172 • dschumac@iastate.edu
Dana joined the Honors staff in 2008. As the Assistant Director for the University Honors Program, she oversees the First-Year Mentor Program and serves as liaison for the University Honors Program helping students understand and complete their Honors requirements. In addition she serves as the university’s national scholarship coordinator targeting ISU students for major national and international scholarships/fellowships.

Undergraduate Assistants
The three undergraduate assistants were past leaders. They are great resources if you have questions about FHP or need help working with co-leaders or students.
Caroline Arkesteyn 515-294-4371 • arkc@iastate.edu
Ian Dillon 515-294-4371 • iidillon@iastate.edu
Brian Garrido 515-294-4371 • bgarrido@iastate.edu

Diane Maxwell, Office Coordinator
2130 Jischke • 294-0573 • dmaxwell@iastate.edu
Diane can be helpful to you in a variety of ways, including reimbursements and access cards.

Suzanne Wirth, Secretary
2130 Jischke • 294-4371 • suzwirth@iastate.edu
Suzanne is the support staff contact for the Honors Program. Suzanne sends a lot of email correspondence, so please be attentive to her emails and corresponding deadlines.
Collaborating Faculty, First-Year Honors Program
Collaborating faculty help oversee the weekly leader meetings in the fall. These professors are very familiar with the Honors Program and can be great resources during your time as a leader.

University Honors Committee Members and College Reps
The University Honors Committee (UHC) has representatives from each of the College Honors Program committees as well as members from the University Honors Program staff. UHC serves as the decision-making body for curriculum issues such as Honors seminars, as well as overseeing the policies and budget of the University Honors Program.

UHC:

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<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Phone</th>
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College Representatives:

Agriculture & Life Sciences

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Business

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Engineering

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Liberal Arts and Sciences

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FHP Leader Responsibilities

Leader Contract

I agree to serve as a First-Year Honors Program Leader for the Fall 2015 semester. I understand that as a FHP Leader I will be serving as a teaching assistant under the supervision of the University Honors Program. FHP Leaders are supervised by and responsible to the Assistant Director of the University Honors Program.

As an FHP leader I understand that I am required to do the following:

- attend the mini-retreat and all required training sessions in Spring semester
- lead my section of Hon 121 at the assigned time two times per week Fall semester
- attend and assist with the First-Year Honors retreat on October 9-10, 2015
- prepare for seminar with my co-leader at least one hour per week Fall semester
- be familiar with the summer common reading
- register for and attend my assigned section of Hon 302
- attend an occasional training, help session, or meeting with Honors staff
- apply for and maintain membership within my College Honors Program

Additionally, I understand that all leaders must attend the Fall retreat. (This includes leaders who may have band or orchestra events. More information about the retreat will be shared during training.) At this point, I will hold my calendar open from 3:00 p.m. on Friday, October 9 until 12:00 p.m. on Saturday, October 10.

I have made arrangements or will make arrangements so that I may attend the following FHP leaders’ training sessions:

<table>
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<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tr>
<td>Friday, Feb 20</td>
<td>5:00 p.m. –11:00 p.m.</td>
<td>Mini-Retreat</td>
<td>Honors Building</td>
</tr>
<tr>
<td>Saturday, Feb 21</td>
<td>9:00 a.m. – 12:00 p.m.</td>
<td>Training I</td>
<td>Honors Building</td>
</tr>
<tr>
<td>Saturday, Feb 28</td>
<td>9:00 a.m. –12:00 p.m.</td>
<td>Training II</td>
<td>Honors Building</td>
</tr>
<tr>
<td>Saturday, April 11</td>
<td>1:00 p.m. – 4:00 p.m.</td>
<td>Training III</td>
<td>Honors Building</td>
</tr>
<tr>
<td>Sunday, August 23</td>
<td>1:00 p.m. – 7:00 p.m.</td>
<td>Pre-semester Training</td>
<td>Honors Building</td>
</tr>
<tr>
<td>Sunday, Sept 20</td>
<td>2:00 p.m. – 4:00 p.m.</td>
<td>Mid-semester Training</td>
<td>Honors Building</td>
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</table>

I will receive two (2) hours of academic credit for Hon 302 for this position. Credit is applied during Fall semester at the successful completion of the leader position.

By agreeing now to be a leader, I have made a binding commitment to the Honors Program to lead a First-Year Honors Program seminar in the fall.

Leader Signature       Date
Laurie Smith Law, Administrative Director    Date
Expectations of Leaders

Each leader in the First-Year Honors Program must meet a few simple expectations during training and throughout the fall semester. These include:

Participation
We expect you to be an active participant in all training activities, including icebreakers, diversity exercises, informational meetings, and other events. It is not enough simply to show up to the training meetings, but rather that you actively involve yourself in the process.

Positive Attitude
We expect you to have a positive attitude and a willingness to try new things. It is not an expectation that you enjoy everything you do as a leader, but it is an expectation that you approach everything with a positive attitude, especially with the students in your section. They will reflect the environment you create, and if you are negative toward something, they will be, too.

Feedback
We expect you to provide ongoing feedback to one another and to the Honors staff on how your experience is going, how you perceive the experience is going for the first-year students, and what suggestions you have on how to improve the experience for all involved. The Honors staff welcomes feedback, and although you'll have structured times to provide feedback about specific aspects of the experience, please let one of the Undergraduate Assistants or a staff member know if you have other suggestions or comments. We can improve only if we know what needs to be improved upon.

Open Mind
Through this experience you will encounter a diverse group of individuals, including other leaders and FHP students. Keep an open mind to this diverse environment and encourage appreciation for others’ views. We don’t expect all your students or all your fellow leaders to share all your viewpoints, but we do expect you to respect others’ thoughts and feelings.

Respect
Please respect yourself and those around you. This includes respect not only for others’ viewpoints but also for their time. Be on time to all activities, training sessions, and meetings. Show respect to the UAs and Honors staff by returning emails and phone messages promptly. Realize that as an FHP leader you represent the First-Year Honors Program.

FUN!
Although you receive academic credit for this experience, it should be more than just about the credit! We hope that you will truly enjoy being a leader, and expect you to have fun. Enjoy it, realize the impact you have on the students in your section, and allow yourself to make the most of the experience.
Honors 121 Seminar Components

Honors 121: The First-Year Honors Seminar Overview

- Hon 121 meets for 50 minutes twice weekly during the fall semester.
- Students enrolled in this course earn one credit graded on a Satisfactory-Fail basis.
- Most FHP students also are taking the required Library 160 requirement. Lib 160 classes meet twice during the hour scheduled for the seminar.
- The seminar is co-led by two students who receive two credits of Hon 302 for this experience.

Goals & Objectives

Goal 1. To meet and work with other high-ability students for the purpose of exchanging ideas and considering alternative futures as a basis for launching personalized academic programs and professional careers.

Goal 2. To help students understand Iowa State University and its history as a land-grant institution providing learning, scholarship, and service activities. These prepare students from Iowa, the nation, and the world for positions of leadership as citizens of the global community.

Goal 3. To challenge students to use the First-Year Honors Program in conjunction with other learning opportunities available through the University Honors Program to understand their place and role at Iowa State University.

Objectives for Goal 1

- To build connections among students and staff through social and project-planning and project-execution activities
- To engage students in group discussion and lectures that will broaden their academic perspectives
- To engage students in leadership, service-learning, and learning about diversity and globalization, recognizing their importance as equal to coursework in personal development.

Objectives for Goal 2

- To provide opportunities to learn how Iowa State University, through its graduates, its research and its societal outreach, has empowered leaders of the past
- To learn about places of significance on the ISU campus and how they relate to ISU’s current mission and students’ experience at ISU
- To become acquainted with the role of the university’s cultural, technological, and cyber-enabled infrastructure in shaping the learning experience
- To explore how ISU has influenced the international community through advances in food production, technology, and other areas
- By means of learning through service, lectures, and discussion, build an awareness of unmet societal needs and how students individually or collectively might improve the lives of fellow citizens.

Objectives for Goal 3

- To prepare a unique program of study that reflects understanding of Goals 1 and 2
• To create a combination of research, internship, service-learning and leadership activities to complement the plan of course work
• To work as a team to create a final class project that encompasses a semester of experiences and exploration of items listed in Goals 1 and 2

Attendance Policy for Hon 121

First-year students are allowed no more than three absences from their Hon 121 seminar. Accumulation of more than three absences, excused or unexcused, demands that the student receive a grade of F for the course. A student with three absences must meet with the Assistant Director. Seminar leaders must make their students aware of the three-absence policy from the first day of class since this F cannot be removed from the student's record. Absences are to be recorded by leaders on forms that will be provided, and turned in weekly during Honors 302. Leaders should warn any student who has two absences that he or she has only one remaining absence. Missing the retreat counts as an absence. Any first-year students who cannot attend the retreat must alert their leaders of their intention not to attend before the week of the retreat. First-year students should also be made aware of the tardy policy: three tardies equals one absence. Leaders should keep track of tardies and report them to the Assistant Director as an absence once three tardies have been accumulated.

Required Seminar Components

1. Theme
Within the first two weeks of the semester, each section of Hon 121 identifies a theme that serves as the foundation for the seminar’s in-class activities, discussions, and other required components. Each student should play a role in creating the theme by participating in activities that enable class members to get to know each other’s interests and goals. Themes should be creative and unique and exemplify what students envision as key to getting to know Iowa State.

2. Common Reading
All first-year students are assigned a summer reading that will be incorporated into Hon 121. This reading gives each student in the program a common academic experience to start the semester. The common reading aids in group development and promotes student transition and success.

3. Acknowledgement of Library 160/Parks Library Tour
Most students in Hon 121 are also enrolled in Library 160; however there is no link between Hon 121 and Lib 160. Despite this separation, one Hon 121 class period will be prescheduled for all sections in order for leaders to give a tour of Parks Library. This tour could take the form of a scavenger hunt, a walkthrough of areas and study locales, or a *highly encouraged* pre-arranged tour/session with librarians (eg, the Special Collections department, the art in the library). The Library 160 exam is administered through the Testing Center and is separate from Hon 121.

4. Degree Program Assignment
All sections of Hon 121 spend at least two class periods satisfying the Degree Program Assignment. These class periods will be prescheduled for all sections:
• An introduction to the assignment given by a member of the Honors staff
• At least one in-class degree program workshop in which leaders are available to
help students with the assignment and guide them to the necessary resources. 

See Appendix V: Degree Program Assignment for more information.

5. Out-of-Class Experiences
Each seminar must complete at least two out-of-class experiences during the semester. These should be scheduled at least two weeks in advance and can be based upon the interests and input of your section and relate to your section’s theme. Out-of-class experiences show students various places of significance that contribute to Iowa State’s history, as well as the breadth and variety of Iowa State and the Ames community.

6. My Resume 2019
Students will create an imagined or forecast resume for their own senior year that includes a comprehensive list of the knowledge, skills, and experiences that will best prepare them for their post-college plans. The assignment includes interview questions to which students submit written responses about their experiences as indicated on their resume.

7. Discussion Sessions
Each seminar must complete at least two in-class discussions during the semester. Students may take an article or other materials home, read it, form an opinion, and then come to class prepared to discuss the issue. Leaders may also hold a discussion based upon a thought-provoking movie or lecture viewed by all students. These discussion topics must be academic in nature including but not limited to current events, planning for the future, moral issues, etc. Co-leaders may lead all of a discussion, or a guest speaker may be invited lead a discussion on a selected topic. Honors leaders should prepare questions to help facilitate the discussion. All topics must be relevant to your theme and approved by the Assistant Director. See Appendix II for information about handling class discussions.

8. Lectures
Students must attend and/or participate in a minimum of two lectures. Plan for lectures early in the seminar. This plan might include inviting in a faculty member, staff member, city representative, or other person of significance to discuss a topic relevant to your section’s theme. One lecture must be attended as a group and a class period may be cancelled in place of this lecture. Students must attend one additional lecture on their own and share the experience with other students in a manner chosen by the leaders (for example, a short summary and reflection [200 words] written and emailed to the entire section, or a shared summary in class). Leaders are responsible for ensuring that the students in their section fulfill the lecture requirement. See Appendix I for information about how to handle lecture attendance. A schedule of University Lectures is available at www.lectures.iastate.edu.

9. Fall Retreat
This year’s FHP retreat will be held from 4:00 P.M. Friday, October 9 through 3 A.M. Saturday, October 10. All FHP leaders must attend the retreat. One seminar class period can be cancelled due to the retreat. For all FHP students, missing the retreat counts as an absence. Students MUST inform their leaders a minimum of one week before the retreat if they plan on missing it.

10. Diversity and Globalization
Students must engage in an activity, class session, or event related to expanding their awareness of globalization and/or the importance of diversity. This might include meeting with
representatives from the Study Abroad Center, the College Study Abroad offices, or the Office of Multicultural Student Affairs, attending the Study Abroad Fair, inviting a speaker to discuss global events, or engaging in a cultural event on campus. See Appendix VI for more ideas for Diversity and Globalization activities.

11. Learning through Service
Each section must spend one class period participating in some area of learning through service. Possibilities include, but are not limited to: community service such as volunteering for a local civic organization, asking a government official to speak to the class, or basing an in-class discussion on service-based learning. The goal is to open students’ minds to the idea of getting involved not only at ISU but also in the local community, and to help students to see their place and commitment within a larger community. See Appendix III for more ideas for Learning through Service sessions.

12. Student Success
Each section must spend one class period discussing some aspect of the holistic model of student success, which encompasses such topics as: good study habits, health, relationships, time management, test preparation, personal wellness, acclimation to college life, money management, balance, and Honors-related issues such as perfectionism and the imposter phenomenon. See Appendix IV for more ideas for Student Success sessions.

13. Midterm Evaluations
Leaders must have their students complete a midterm evaluation about how the seminar is going to that point. The format of the midterm evaluation is determined by the co-leaders, and its purpose is to gain ideas for activities and events for the rest of the semester’s sessions and also to gather feedback on what has gone well and what could be improved.

14. Collaborative Final Project
All sections of Hon 121 create a final project that is centered on their theme and should encompass the components and in-class activities from throughout the semester. Each student needs to contribute to the final project. Final projects should be creative and unique, showcasing the collective interests and skills of students in the class. Possibilities include, but are not limited to: posters, sculpture, commercial, video, song, skit, presentation.

15. Final Evaluations
Seminars must meet the second to last session so that first-year students can evaluate the seminar and the FHP in general. These comments and suggestions are important in shaping the direction of the program, so it is essential that all students attend that class day. Completing the online evaluation is a requirement to pass Hon 121. Please be sure that the students in your section are aware of this. This is also the appropriate class period for your section’s end-of-semester celebration.

16. FHP Challenge
All sections of Hon 121 participate in the annual FHP Challenge that promotes group development and involvement in the University Honors Program. Co-leaders will be given a list of activities in which their sections can participate to achieve points in the challenge. The section earning the most points at the end of term is recognized after the final project showcase.
Ongoing Leadership Development

Hon 302

In addition to your assigned Hon 121 section, you are required to attend your Hon 302 seminar each week with other Honors leaders. Honors staff and collaborating faculty serve as instructors for this seminar.

Hon 302 serves a number of purposes:

- To provide on-going leadership development that can help leaders carry out their seminar and can be applied in a variety of leadership roles outside Hon 121.
- To allow Honors staff to monitor the progress of the seminars and the performance of leaders through group discussion.
- To convey items of interest and necessity to first-year students through the leaders. Leaders receive an electronic handout of Leader’s Notes before each meeting that lists these items; however, there may be additional information on which leaders should take notes. **Co-leaders are expected to know this information and discuss it with each other.** You will need to convey a large portion of this information to the students in your section. Out-of-class experiences, Library 160 information, the retreat, and other matters are coordinated through these sessions.
- To give seminar leaders an opportunity to share successes and challenges with other leaders and with Honors staff.
- To allow leaders to network and get to know one another. Hon 302 sessions also provide leaders with opportunities to ask questions and clear up any items that are confusing.

Attendance Policy for Hon 302

You and your co-leader must attend Hon 302 weekly. You may have no more than two excused absences the entire semester in order to receive credit for Hon 302. If you are unable to attend, contact your course instructor in advance for instructions for how to make up the missed class. If you fail to contact your instructor before missing an Hon 302 class, you may receive a failing grade for Hon 302.

Weekly Co-Leader Planning Meeting

You and your co-leader must meet at least one hour per week to plan for the seminar, delegate tasks, and evaluate how things are going. **It is important to set aside a regular, designated hour each week, and stick to it.** Spend this time focused on planning your seminar and discussing the students in your section. This will help you remain on top of your obligations and become an outstanding leader. Please include the time of your meeting on your syllabus. During these meeting times, you may want to:

- Discuss how a session went. What worked and what didn't? What can you do differently next time?
- Make a note of things to ask/discuss at the next leaders’ meeting
- Revise your syllabus according to student interests; reschedule events
• Go over plans for the next class
• Assign tasks to each leader (e.g., who will call to confirm an out-of-class experience? Who will send an email reminder?)
• Assess seminars from the students' point of view. What did they get from class?
• Review any student feedback available.
• Identify what you need to work on as leaders. What are you doing well, what not so well?

Goals of the First-Year Honors Program & Seminar

One of the first things, and perhaps the most important thing, you do as a seminar leader is to set goals for the semester. As you are aware, the Honors Program's formal goals for the seminar are:

1. To meet and work with other high-ability students for the purpose of exchanging ideas and considering alternative futures as a basis for launching personalized academic programs and professional careers.
2. To help students understand Iowa State University and its history as a land-grant institution providing learning, scholarship, and service activities. These prepare students from Iowa, the nation, and the world for positions of leadership as citizens of the global community.
3. To challenge students to use the First-Year Honors Program in conjunction with other learning opportunities available through the University Honors Program to understand their place and role at Iowa State.

These goals should be the starting point for any additional goals that you set for your own seminar.

Setting Goals for Your First-Year Honors Seminar

Identifying what you want to accomplish in Hon 121 for both the students and yourself will help you set and meet specific goals.

• Identifying goals for your students and your seminar will guide your syllabus planning and give you a means for evaluating the success of your seminar.
• Identifying your personal goals provides a means for you to evaluate your satisfaction and achievement as a leader throughout the semester.

Take a minute to think about what you want to gain from being a leader and what you hope the students in your section will gain from the seminar. Goals you wish to set might include:

• Encouraging first-year students to explore their academic interests and develop a course of study that truly suits these interests.
• Exposing students to the extracurricular aspects of the university and encouraging them to take advantage of these.
• Building friendships among members of the seminar.
• Stimulating students to think about and discuss topics they might not explore in their other courses.
• Making students familiar with Ames and central Iowa.
• Providing a place of support and release for first-year students who might otherwise be under a great deal of stress.

I've Set My Goals. Now What?

Plan your syllabus with your goals in mind. For each activity you plan, identify the goal that it will help you meet and how it will do that.

Tell the students in your section about both the formal goals of FHP and your specific seminar goals, and ask for student input. The students in your section are less likely to wonder “Why am I here?” if the goals of the seminar are set before them.

Evaluate your success throughout the semester. Get frequent feedback from the students to evaluate the success of your seminar. Have you met your goals? What can you change to improve?

Getting to Know Your Students

Two Good Rules of Thumb

• Let the students in your section know they can talk to you, and pick up on obvious signs that they might have questions or need support.
• Have fun getting to know and becoming friends with the students in your section.

Summer Correspondence

This summer, the Honors Program will send you a list of students assigned to your section of Hon 121, along with their addresses. Write a short letter to each student. Many entering students know no one at Iowa State when they arrive, so a letter from you lets them know they have someone to turn to when they get to campus. At the same time, they may have no idea what to expect from a First-Year Honors Seminar. By helping students know what to expect, this letter can make them more comfortable on the first day of class.

The letter doesn't need to be long, but you might consider including the following:

• Your name, email address, and phone number, in case students would like to contact you before classes begin.
• The name, email address, and phone number of your co-leader.
• Some background information about yourself—e.g., your major, hometown, year in school, experience with Honors, why and how you became their leader, what to expect in Hon 121, your university address and phone number.
• Some questions about themselves students could answer before class starts, such as their academic and extracurricular interests, what they look forward to at Iowa State, or what questions they have about ISU or the Honors Program.
• A list of activities for the seminar that you and your co-leader are considering or planning so that the students in your section may send feedback and comments.
• Some suggestions or ideas to make the move to ISU easier.
• Anything you might have in common (hometown, major connections, etc.).
• Reminder about the time and location for the FHP picnic on August 23.

Both you and your co-leader should write to each student in your section. This first contact can help students feel at home before they even get to ISU and can help make the first day of the Hon 121 seminar less anxiety-producing for everyone.

SAMPLE EMAIL/LETTER
Hello, my name is _(name)_ and I am from _(hometown)_ . I will be one of your Honors leaders for this fall in Honors 121. I had a blast in my 121 section because my leaders made it a lot of fun. Our goal is to do the same for you. Hon 121 is not like any other class; we'll head outside once in a while and see things on campus that you might not otherwise see until later in the year. Honors 121 is also a good way to meet students in the First-Year Honors Program right off the bat.
I am starting my second year at Iowa State as a Mechanical Engineering major. I will start taking business classes as a senior and get a Master of Business Administration in addition to my Bachelor of Mechanical Engineering by attending school a fifth year. I LOVE ultimate Frisbee and in fact, _____ and I were on the championship team for division C! Feel free to call, email, or Facebook me anytime. And don't forget about the FHP picnic — you won't want to miss this! We've planned a lot of great activities, and this will be an easy way to meet other students and get to know the others in our section. And of course there will be free food!
I look forward to meeting you!

Dual Relationships: Being a Leader, Being a Friend

As a leader, you face the challenges of serving as an effective peer mentor and guide for the students in your section and developing positive relationships and friendships with them. Frequently, seminar leaders hope that they will become friends with their students, and may be disappointed if these hoped-for friendships never quite blossom. If you see the students only during class, it's not hard to understand why friendships may not develop. Try some of these activities to help bridge the gap:

• Most students in your section are probably new to Ames. Clue them in to some college student favorites—Cyclone Cinema, Great Plains pizza, Ledges State Park, the Gyro Man, etc. Offer to organize a weekend outing for your section.
• Schedule a weekly or bi-weekly lunch or dinner on campus for your group.
• If you plan to attend an event at the Iowa State Center, or some other lecture or activity of interest, invite the students in your section to come along. Many of these are free. Check out the Iowa State Center website at www.center.iastate.edu and Lectures Program at www.lectures.iastate.edu.
• If you need a study break, call up one or two students in your section and invite them to walk over to Campustown for ice cream or a cup of coffee.
• When you're in the neighborhood of one of your students, stop by and see how things are going.
• Make note of students' interests. You may hear about a job, play, or movie that they might like—pass that information along.

Remember to balance your relationships among all your students. Developing relationships may be easier with some students than with others, but keep in mind how these relationships can affect the class dynamics.

Dual Relationships Are Challenging
You may find that your seminar students are also the new residents down the hall or the new members of your fraternity or sorority. These dual relationships may be especially challenging. Because you will likely see these students more often, you will naturally become faster friends with them. It is critical, however, that you not allow these friendships to “get in the way” of leading the seminar. Realize that there is a time and a place to be a leader, but also a time and place to simply be a friend.

A huge part of leadership is understanding the roles you play and knowing when you can step outside the “leader” role and into the “friend” role. You will find in many instances that the two roles are one and the same! Just as you make sure that your position as a leader doesn’t interfere with making friendships, make certain that your friendships—with all the students in your section—don’t get in the way of your ability to help them as a leader. Balance is the key to maintaining effective relationships with the students in your section as both a leader and friend.

**Personal Relationships**

As a leader, you have a position of authority. It is important that you do not take advantage of this position in any way. It is particularly important that you never have a romantic relationship or any romantic behavior with a student in your section. Such a relationship would lead to difficult situations and could result in problems not only for you and the student, but also for your co-leader and others in the class. For everyone’s benefit, it is against the First-Year Honors Program leader policies for a leader to date, or become involved in a romantic relationship with, an FHP student in your section. Please respect this policy and the reasons behind it.

On a related note, because you are in a position to develop strong friendships with your students, a student may develop a “crush” or feelings for you. If you encounter a difficult experience with a student or experience ongoing advances from a student, talk to the Assistant Director for support and guidance.

**Self-Disclosure**

Self-disclosure is an important communication skill. Through self-disclosure we reveal things to others in a way that allows us to be vulnerable and demonstrates that we trust the others in the group. Self-disclosure by one person tends to lead to self-disclosure by others, increasing group trust. This is an important behavior for leaders to model to students since it helps establish communication and encourages group bonding. Sharing leads to trust. But, one has to trust in order to share, so start with sharing. It is crucial that leaders model sharing behavior in order to build trust within the seminar.

It is also important to remember, however, that self-disclosure must be appropriate and it has to start slowly. Different people are comfortable with different levels of self-disclosure. In order to create a safe and comfortable environment for all group members, you need to model levels of disclosure that are appropriate for everyone. Think about how the information you choose to share will be heard and interpreted by the students in your section and by your co-leader. Too much self-disclosure early on could cause the students to feel uncomfortable and actually discourage sharing.
Creating a Syllabus

Development

There are several items to consider as you plan your seminar. The FHP goals and objectives, the interests and needs of the students, as well as your personal goals are significant to the development of your syllabus. How will you construct your seminar with these considerations in mind, as well as incorporate all the required components? How will your seminar address the students’ needs and appeal to their interests?

Beginning with the activities in the first day, work with your students to develop a theme which will help shape your required components. Remember, some required components are pre-scheduled, such as: Lib 160 meetings, the Mentor Program discussion, required assignments and discussions, the retreat, Your Future in Honors, and evaluations. Carefully consider how and when to incorporate ice breakers, group development activities, required components and other activities so they are well-balanced throughout the semester. Start discussing your final project early, so you can best implement your required components and have ample time to complete a meaningful project!

Creating Your Syllabus

You and your co-leader will collaborate to create sets of lesson plans for your seminar in two steps – the first five weeks of the semester, and then the rest of the course. Planning in advance gives you a focused framework to follow, while providing flexibility to adjust your plans as changes in interests and ideas arise.

You and your co-leader will receive a binder at Training 3; a hard copy of your first 5-weeks’ worth of lesson plans is due April 20, 2015 to 2130 Jischke. This set of lesson plans will be reviewed and returned to you with ideas and suggestions to help you be prepared for the beginning of the seminar upon returning to campus in August. You and your co-leader will meet with Emily or Laurie between April 20 and May 1, 2015 to discuss your lesson plans.

In September (September 16-17, 2015) you will submit the remainder of your semester’s lesson plans. To help you plan the required components, you submit a required component checklist that outlines your required component ideas or topics at the same time you submit the remainder of your lesson plans.

As the semester progresses and you implement the required components, you submit a Required Components Proposal for each component. Proposals must be submitted to the Assistant Director at least two weeks in advance for these required components. These components are a MINIMUM and you are encouraged to have more than what’s required:

- Common Reading
- Discussion (2)
- Learning through Service
- Student Success
- Out-of-class experience (2)
- Lecture (2)
- Globalization & Diversity
- Final Project
- A “cool” tour during the first five weeks
Hon 302 instructors will review your proposal and provide ideas and feedback to assist you in your preparation. As always, remember that you can meet with Honors staff to help you at any point in your planning process.

**HON 121 FIVE-WEEK SYLLABUS PLANNING TEMPLATE**

<table>
<thead>
<tr>
<th>Co-Leader Names:</th>
<th>__________________________________________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section:</strong></td>
<td>___________</td>
</tr>
<tr>
<td><strong>Co-Leader Weekly Meeting Time:</strong></td>
<td>___________________________</td>
</tr>
<tr>
<td><strong>Co-Leader Weekly Meeting Location:</strong></td>
<td>___________________________</td>
</tr>
</tbody>
</table>

**FHP Picnic:** August 23  
**Icebreaker activity:** Name game  
**Discussion ideas:** Where is your first class tomorrow? What do you most look forward to?

**Class #1: August 24-25**  
**Goals** [how you will accomplish your objectives for this meeting]:
- Introductions  
- Course overview  
- The FHP experience  
- Discuss common reading  
- Icebreaker

**To Do:**
- Get Skittles for icebreaker  
- Make copies of syllabus

**Items Due:**
- Start learning names

**Agenda/Activities:**
- Self-introductions: name, major, home town, campus home.  
- Discuss the leaders’ role.  
- Go over the syllabus and objectives of the seminar. Talk about: LIB 160, retreat, Degree Program assignment, Mentor Program, and final project & showcase.  
- Talk about opportunities to get involved in the Honors Program: HSB, research, personalizing education, and other ways to get involved in Honors.  
- Discuss initial reactions to the common reading. What were their favorite parts? What was easy to relate to? What did they like about this book? Were there points of view they did not agree with?  
- Skittles icebreaker: Each person takes a handful of Skittles. For each color, students tell something about themselves. Red = favorite hobby; Yellow = favorite thing so far about ISU; etc.

**Back-up:**
- Nametagging group development activity
Selecting & Planning Activities

Selecting Activities

When you plan any activity for your seminar, it is important to know its purpose. Classifying the activity is one step toward accomplishing your goal for the event. Any activity you plan should help meet one of the formal goals of the Honors 121 seminar. Also, keep in mind the personal goals you have set for your section. Each activity should be planned so that it meets one or more of these objectives, and works with the theme of your seminar. All these activities can be classified in two major groups - social and educational.

Educational activities may:
- provide information about ISU
- provide academic information
- provide current events information
- promote exchange of information and ideas
- respond to student questions
- challenge students’ thoughts and attitudes
- help students make meaning out of their experiences

Social activities may:
- allow students to simply have fun
- promote interaction between students
- help students relax
- encourage students to learn more about one another
- help students learn more about the university or Ames
- make students feel more at home
- help students get to know other Honors students

Identifying the types of activities that you schedule, and determining which goal each one will help meet, are essential to planning a good syllabus. The key, again, is balance—a mix of educational and social activities that further your goals will lead to a successful seminar.

Planning Activities

Few good activities take place on the spur of the moment. It is important to plan ahead for your seminar so that you can complete all the activities that you envision. Whether you schedule an out-of-class experience, invite a speaker to visit, or plan any other event, preparation is a must. One consistent piece of advice given by past leaders is PLAN, PLAN, PLAN. In fact, it is difficult to over-plan. Here are a few tips:

Speakers: Contact speakers at least two weeks in advance of the speaking engagement.

What to say when inviting a speaker:
- Clearly specify the topic you would like him or her to address
- Notify the speaker of time constraints or anticipated questions
- Explain the composition of the seminar
- Inform the speaker of the preferred format of the presentation (lecture, discussion, question and answer, formal, informal, etc.)
- Clearly state WHERE the speaker needs to be and WHEN (including directions and day, time, and date). Include the times when the class period starts and ends.

**What YOU need to do to prepare for a speaker:**

- Confirm arrangements with the speaker **24 hours** in advance
- Make sure any equipment needed is available for the presenter (props, electronics, or preparatory readings for your students)
- Prepare the class for the speaker by notifying them of the topic or assigning readings. Do this a week before the speaker comes, and again the class before the speaker's visit.
- **Be aware** of the goals you want to accomplish by having this speaker visit your class.
- **Write a thank-you note for each speaker** after the presentation. It is a good idea to have all the section's students sign it as well.

**Out-of-Class Experiences**

*Note: Leaders may not visit the President’s Office or the Provost’s Office without first receiving permission from the Administrative Director. Some out-of-class experiences, such as the Virtual Reality Lab, should be scheduled at the beginning of the semester. Check whether groups are offering these experiences before you call them. (Last year, the campanile and planetarium were not available to visit.)*

**Guidelines for Scheduling an Out-of-Class Experience**

- Contact guides and request confirmation of your planned out-of-class experience at least **two weeks** in advance.
- Reconfirm with the guide **24 hours** in advance.
- Notify the guide of the time limits and the class size.
- Prepare the students in your section in advance for an out-of-class experience by telling them the topic and where to meet.
- Assistants or guides should have official permission from those in charge of the location you are visiting. In most cases, this will be automatically true; however, in some cases, fellow students will conduct students through building they are knowledgeable about (i.e. Veterinary School, Howe Hall). Make sure they are aware of the rules and avoid causing a disturbance. If your guide has not checked into this, it is your responsibility to do so.
- Write thank-you notes to each guide or helper after the out-of-class experience is over.

It is very important that the students in your section know where an out-of-class experience will be held! If they are expected to meet somewhere other than the Honors Building, they should know where and how to get there. Even if you will leave from the Honors Building, they should be informed in case they are late. If students miss the class period because they are late and do not know where the class is, it will count as an absence.

Someone in the in the Honors Office must be told where the class is going in case a student who has forgotten calls. Please put the information in writing and leave it with a staff member in the Honors Office before your class time. **Remember: Signs must be posted in the classroom indicating where your seminar will meet.**
Resources

Copies

If you need copies for your seminar, give the original to the Honors secretary a minimum of three days before you’ll need them.

Budget

Each section will have access to funds to defray the cost of implementing various activities. Leaders need to submit a request for funding form to Emily before spending funds. To be reimbursed, bring original receipts to the office manager who will give you a reimbursement form to fill out. Do not expect reimbursement for items that have been purchased without prior approval. You may use this money to purchase supplies for your required components or materials for your final project, or to subsidize the cost of other seminar initiatives. This money cannot be used to help pay for retreat apparel, party-related materials, or food and beverages.

Supplies/ Rainy Day Kits

There are craft supplies in the Honors Office for you to use during section activities. The supply list includes markers, paper, crayons, craft accessories, etc. If you are going to use leader supplies, request them from a staff member in 2130 Jischke and bring them back in good order right after the class period. Let Emily know of any supplies that need to be replenished. If you need specific supplies for your section (e.g., pumpkin-carving equipment) please let Emily know at least two weeks before the scheduled activity.

Audio-Visual Equipment

As a leader, you can check out AV equipment just as TAs do on campus. Here's how:

- Make sure equipment is reserved at least two weeks ahead of time. Equipment can be obtained from the Honors Program Office or from Information Technology Services, 1200 Communications Building, 294-8026. Use your ISU card if you are checking out GSB equipment.
- Check with guest speakers to ensure that you have reserved the correct equipment.
- Tell IT Services that you are a teaching assistant (TA) and then reserve everything you need: video/digital camera, extension cords, screen, three-prong adapters, projector (slide, movie, etc.), sound system, players-recorders, etc.
- Test and set up all equipment in the place where you will use it before the scheduled meeting time. THIS IS VERY IMPORTANT FOR ACTIVITIES SUCH AS SCAVENGER HUNTS. BE SURE BATTERIES ARE CHARGED AND THAT YOU (AND YOUR STUDENTS) KNOW HOW TO USE THE EQUIPMENT.

The Honors Office has three MiniDV tapes available to check out for video scavenger hunts. Talk to Diane Maxwell, office manager, if you would like to use them.
Large Classroom Wall (1151 & 1155)

The wall between 1151 and 1155 is movable for large group activities, including tri-section events. The key to move the wall is kept upstairs in the Honors Office and can be used only by Honors staff. Please contact an Honors staff member if you need to have the wall opened for a particular event one day before your event or class time.

Using the Honors Building

The seminar rooms in the Honors Building are scheduled for your use at your regular class time for the entire semester. The building is also open during regular university business hours (8 a.m. to 5 p.m.) and is accessible by access card at night, weekends, and holidays if your seminar plans an activity outside its regular time. Check with an Honors staff member to make sure your plans do not conflict with another class, seminar, or committee meeting scheduled in the building before you reserve the space.

The kitchen is at the disposal of all Honors students and has a refrigerator, microwave, and coffeepot. You are free to bring in other appliances for special occasions, if needed. Any refreshments or supplies you store in the kitchen should be clearly labeled as belonging to your seminar so that they do not mysteriously disappear. Any time the kitchen is used, it must be cleaned up. The custodian and staff do not clean kitchen messes. The Honors Program will withdraw funds from each section's allotted budget to cover custodial costs should it be necessary.

Night or weekend use of the building is fine, but please respect other users of the building. If you plan to hold an evening/weekend class or gathering in the building, contact an Honors staff member to reserve the space. Parties are not to be held in the building, although approved social events with other seminars sponsored by the Honors Student Board are okay.

Alcohol, drugs, or controlled substances are strictly prohibited in the Honors Building, at the Fall retreat, and at all Honors Program events.

Leading the Seminar: The First Day

On the first day of class, one of the most important things to remember is what it was like for you on your first day at Iowa State. Students will look to you as somewhat of an authority figure. It is important that you demonstrate a level of preparedness, confidence, and efficiency that fits this expectation. Coming into the classroom unprepared will not make a good first impression. Even as first-years, students pick up quickly on what classes will not seem to be useful. Do not let the students in your section feel this seminar is going to be one of them.

In many respects, the first day the seminar meets is among the most important. You should remember that first-year students walk into the Honors Building with many expectations and, at the same time, many questions. Remember, you won't always have the knowledge, ability, or time to answer the questions the students may have. Even if you could provide all the answers they would like, doing so may not teach students the skills needed to succeed at this
university. Helping students find out where they need to go or whom they need to see to find answers can be a more valuable service than providing the answers yourself.

**Honors Welcome Picnic**

The Honors Welcome Picnic on the Sunday before classes begin is an excellent opportunity for you and your co-leader to get to know the students in your section in a comfortable environment, as well as for the students to get to know one another before the first day of class. While it is not a requirement for first-year students to participate, you should expect that the majority of your students will be there. The picnic should be an enjoyable time for you as a leader and for the students, but it is also an important time to set the tone for the seminar. You and your co-leader will be responsible for planning and facilitating activities with your section during the picnic. We will discuss this more during the Sunday meeting before the picnic. In the meantime, you and your co-leader should prepare one hour of activities that could be done during the picnic. You may wish to revisit some of the topics discussed during dinner at the Leader Mini-Retreat in February (see document given at the August 23 training for specifics).

First impressions are always the most important! Remember your first day of Hon 121? You probably had no idea WHAT to expect, WHO anyone was, or HOW to act. This is exactly how your students will feel on their first day of Hon 121. The first day is when you and your co-leader set the tone for the entire semester. You want the students to have fun and feel relaxed, yet at the same time, realize the importance of this seminar.

**First Day Goals**

Set some small goals and decide what you hope to accomplish the first day of the seminar. For example:

- Have everyone learn each other's names
- Become familiar with the backgrounds and personalities of each person in the seminar
- Acquire the correct contact information (including addresses, email addresses, and phone numbers) of each person in the seminar.
- Make students aware of their responsibilities in the seminar, and of what they will gain from it. Many of these questions can be addressed by going through the syllabus that will be passed out the first day of the seminar and reviewing the sections addressing:
  - attendance policies
  - evaluation and credit for the course
  - that they’re also enrolled in Library 160
  - homework or other out-of-class responsibilities
  - the three formal goals of the course and goals of your own
  - your responsibilities as leaders
  - planned seminar activities
- Gain an idea of what the students expect from the First-Year Honors Program
- Get an sense of what students would enjoy doing in this seminar
- Acclimate students to the Jischke Honors Building
- Establish yourself as a resource person and friend to the students in your section, as well as someone with authority and responsibility in the seminar
- Prepare students for what's planned for the next class period. This is a good thing to do each time.
Things to Remember about the First Day

Students are likely to be somewhat overwhelmed and shy. Heavy discussions or very personal questions are unlikely to elicit a good response. If they've attended other classes already, the students are probably used to getting handouts and taking notes on things like instructor office hours, requirements, and the like. Information such as this, in written or spoken form, may help them feel at ease.

Students may expect homework, grades, etc. in this seminar. You'll need to define this experience differently but without encouraging students to think that little is expected of them. If you have expectations of the students in your section, you'll need to make them clear. If students are not going to turn in homework or take tests, what are they expected to do? If they don't buy a textbook or get a grade other than Satisfactory/Fail, what will they gain? A reminder: writing out the things you expect students to remember and be accountable for is always a wise idea.

Having fun is not everyone's goal in the classroom. While social mixers, entertainment, jokes, and the like can help to get students relaxed, if carried too far they can make students feel the seminar will be a waste of time. Seek a balance on the first day so that students realize the seminar is going to be worthwhile.

On the other hand, don't overwhelm your students with requirements. Many are probably worried already about doing well in their courses and need to relax. Make them aware of the special, informal nature of this seminar.

Remember, students know very little about Hon 121 and the First-Year Honors Program in general. Reread the First-Year Honors brochure and orientation packets, and look at the first day from the perspective of the new student. Try to answer some questions before students feel they have to ask them. Remember, too, the fact that the students don’t have a clear idea of what the seminar is like allows you to shape expectations and stimulate interest on the first day.

Things often take longer than you think. Always be flexible, and prioritize your goals for the day.

Ideas for the First Day

- Introduce yourself and your co-leader
- Try to learn everyone’s name
- Check addresses, phone numbers, and email addresses
- Explain to the students what FHP is by outlining the three goals, sharing your experiences, or asking what they expect to get out of the experience (i.e., conduct an interest survey)
- Go over the attendance policy
- Hand out and go over the Hon 121 syllabus
- Begin to discuss the common reading.

Other Possible Activities for the First Day

- M&M game. Pass around a bowl of M&Ms, allowing everyone to take as many as they'd like; then ask each person to tell the group one thing about herself/himself for each M &
M color she/he took. Skittles may be substituted since some people are allergic to chocolate.

- Split the group up into pairs of two and have each person interview her/his partner and later introduce her/him to the group.
- Present the group with a list of characteristics/background facts you’ve assembled beforehand and ask everyone to mingle and see if they can match each item on the list with a person in the group.
- An around-the-room discussion about:
  - what I did this summer
  - my expectations of college
  - my most fun/frightening/memorable experience (and why)
  - my favorite movie, book, TV program (and why)
  - my favorite class/teacher ever (and why)
  - my dreams/goals in life.

Have a purpose in this. Think about what kind of information you can gather from this activity. You might want to save some information and include it on a handout for everyone in the seminar so they can better remember one another.

- Tour the Honors Building
- Have everyone in the seminar go around the room and recite everyone else’s name.
- On blank cards, have students write their name, phone number, address, hobbies, things they’d suggest to do in the seminar, major, things they want to know about the Honors Program or the university, etc.
- Ask how the first day of classes has been going.
- Have a question and answer session about classes, changing schedules, where to go off campus to eat, etc.

OVERPLAN the first day! You don’t want to start the semester by being unorganized and not having enough to do. If you don’t get it all done, that’s fine. Put some thought into your plans. Make sure you have clear, logical reasons behind each of them. For many students in your section, this will be their first college class meeting—and you have the opportunity of setting the very first impression! Make sure it’s a good one!

Leading the Seminar: Every Day After

Although the first day of the seminar is important, so is each day after. You should be just as well prepared each day as you were the very first. This takes careful planning and preparation, which are discussed in "Creating a Syllabus." You may find it helpful to use these ideas in planning and preparing each session.

Preparing for Each Seminar
- Have your official class list ready so that you can take attendance.
- Both leaders should have a way to keep track of time.
- Check your mailbox before each class meeting! The Honors staff will communicate with you via email and through your mailbox. You are responsible for conveying information to the students in your section in a timely manner.
- Review any FHP information that the students receive—this may include course program assignment information, retreat details, etc.
If you have planned a discussion, you and your co-leader should know what topics will be addressed, time limits, and the role you each will play.

Any refreshments, equipment, etc. should be confirmed.

Check with Honors staff to let them know about any copying of material gathered on the first day (addresses, phone numbers, etc.) that you'll need after the first class period.

Plan extra activities in case the group accomplishes the other planned items more quickly than you expect.

Have an alternate activity or discussion topic planned in case things seem to drag.

Have a plan ready if time runs short and not everything you plan is accomplished.

Tell students what they'll be doing at the next meeting.

### Finishing Up

#### Student Evaluations

During the last week of classes, students will have online access to the evaluations for Honors 121. These questionnaires ask students to evaluate the section you and your co-leader have led in addition to other facets of the First-Year Honors Program. Please encourage the students to be as frank and complete as possible with these evaluations, since they measure the strengths and weaknesses of the program. You will receive notification from the Honors staff when Hon 121 evaluations are available on students' BlackBoard accounts. Allow 20 minutes of class time the last week for students to complete the evaluations.

#### Leader Evaluations

While your students are completing their evaluations, you also fill out an evaluation of the FHP and your experience as a leader. It is important that you also be frank and complete in filling out this evaluation. The Honors staff looks at them very carefully and uses them to help plan the FHP and leader training. At any point in the year, you are welcome to visit with the Assistant Director or Administrative Director to discuss your opinions and/or feelings about the course.

#### Assigning Grades

Hon 121 is evaluated on a Satisfactory/Fail basis, based on attendance and successful completion of the four required assignments.

Attendance is probably the most important factor in determining whether to assign an "S" or an "F" to the students in your section. You should have made your students aware from the beginning of the seminar that they are allowed only three absences, and given reminders to students at or near their limit. Except in a few instances, students who exceed the limit of three absences will fail. In these few cases, such as situations beyond the control of the student, rare exceptions may be made by the Honors staff.

*Don't wait* until the last days of the semester to confront a problem related to attendance. In some cases, you may have the difficult task of assigning a failing grade. No one likes to do this, but letting off a student who was aware of the absence policy is not fair to the other...
students who followed the policy. “F’s” have been given in the past for Hon 121, and chances are they will be assigned again. This is why it is imperative that you tell your students from the beginning that they are permitted only three absences.

Course program assignments and course evaluations are also required, and failure to turn one in will result in a failing grade. Remember, where assignments are concerned, you need to make sure the students in your section know and clearly understand their responsibilities. Putting these things in writing is always a good idea. If you feel there is a problem with a student not meeting an assignment responsibly, talk with the Honors staff as soon as you’re aware of it. Again, waiting until the semester is over makes the problem more difficult to resolve in a way that is equitable to everyone.

After your last meeting, you and your co-leader must sign a grade sheet for the students in your section in the Honors office.

**Knowing What Students Want to Do**

One of the most important jobs of a seminar leader is to get the students in your section excited to attend. The simplest way to achieve this is to solicit feedback and put it to good use. Frequently, leaders avoid this route and risk the possibility of their students “tuning out” the seminar and expecting the leaders to be responsible for gauging feedback. Be proactive and try to tailor class periods to your section’s personality.

**Benefits of Feedback**

- The students should have a part in how the seminar operates. Not many classes on campus put student feedback to use immediately. This is a chance for your first-year students to have a huge part in deciding what to do in your seminar and how to go about doing it.
- There will be no need to second-guess how the students will benefit from the seminar. Everyone is different. The reasons you enjoyed Hon 121 may not be why your students will enjoy it. By getting feedback, you can tailor activities to their benefit.
- Take into consideration students’ likes and dislikes—this shows that you respect them and their opinions. If you respect your students’ opinions, they will respect you. Overall, everyone will have a more positive experience.
- Feedback can provide valuable planning information. Planning a syllabus for an entire semester is not easy. By receiving feedback from the students, you will gain ideas to add to your syllabus.
- Your students will be more accountable for how well things are going. Hon 121 will be a more positive experience if the students have input regarding activities.
- **HOWEVER:** the complexity of your lesson plans/”master plan” for the semester should not rest on your students’ suggestions. They are first-year students who do not have the breadth and depth of knowledge of campus that you do – they can’t be expected to know all of the campus resources in order to craft a semester…that’s your job! When soliciting feedback from your students, give them concrete examples to choose from that will help you shape the semester (see below).
How to Gain Feedback

- Begin early! This lets students know you value their ideas and will work to maintain an open atmosphere. The students are then more likely to come to you when they have a comment or idea.
- Take an interest survey. This is a good activity for the first or second day of class, but can also be done on a number of occasions. Suggest some ideas to the students and ask for reaction. Find out what kinds of goals students have, and ask them to make suggestions as to how to meet them. A sample interest survey can be found on the next page.
- Let the students know you’re flexible. Let them know it’s okay to say, “We’re tired of (whatever you’ve been doing in seminar); we’d prefer to do something else.” Not everything needs to be tense and formal. Casual methods of getting feedback are often the most effective.

What Type of Feedback to Expect

Be prepared to receive feedback both on your seminar and about you as a leader. You’re getting academic credit for leading the seminar, and you seek to learn from Hon 121 while you lead it.

Evaluate both past and potential events. By learning how the students in your section reacted to specific activities, you can better plan future ones:

SAMPLE INTEREST SURVEY
Hon 121 Section ZZ
Leaders: Billy Joel and Elton John

Please check ten items that you think would be most rewarding. Cross out any that you find particularly distasteful.

- Guest speaker on strategic studying
- Visit to the planetarium
- Guest speaker on campus organizations and how to get involved at ISU
- Discussion of a current events topic
- Volleyball game with another Honors seminar
- A workshop on creative writing
- Take in a play at C.Y. Stephens in lieu of one class period
- Guest speaker on career planning
- An Honors student as a guest speaker on Honors projects
- Writing a short play as a class project
- Having a doctor, lawyer, or other professional as a guest speaker
- Guest speaker from Health and Human Performance to teach a sport/game
- A debate about a controversial topic
- A guest speaker on human sexuality
- An introduction to CPR and first aid
- A workshop on pottery at the Memorial Union Workspace
- A member of the Ames City Council as a guest speaker to talk about local government
- A personnel professional to talk about what employers look for in job applicants
Now, please write the three major goals of this seminar as we explained them to you on the first day of class. Add two other goals you think this seminar should pursue, and suggest an activity that would help to accomplish each goal.

In general, of the types of activities we're considering for the seminar—out-of-class experiences, discussions, guest speakers, workshops, etc.—which would you enjoy the most? Which do you like the least?

Name one skill or area of knowledge you would like to learn this semester, like parachuting, using a computer, speaking Swahili, etc.

Thanks!

This type of survey can provide great feedback and help you learn more about your group's interests. The sooner you get this kind of feedback, the sooner you can adjust your syllabus to the group's preferences.

## Recognizing & Resolving Problems

### Recognizing Problems

Every seminar has room for improvement, as most seminar leaders will readily acknowledge. It's not always easy to figure out what needs to change to make things better. Such problems might include:

- Some students participate infrequently or reluctantly.
- You sense that neither the co-leaders nor the students in your section look forward to attending the seminar or to particular activities.
- In-class discussions are lackadaisical and unproductive.
- Your students don't interact with one another, or perhaps cliques have formed.
- You don't find yourself getting to know your students better.
- There is a lack of ease and free-flowing talk in the seminar.
- Students do not focus attention on whatever is going on in class.
- Students seem confused about the fundamentals of the Honors Program.
- Students do not seem to be meeting other Honors students.
- Students are not becoming familiar with Iowa State.

Take time to observe the group dynamics of your seminar. Does everyone seem enthusiastic, or at least attentive? Are some students hiding in the fringes of the group? Are the students being challenged to get something out of the seminar?

### Resolving Problems in Your Section

If you identify a problem in your section, take action to resolve it and improve your seminar. Many techniques and resources are available to help you improve your seminar:

- Review your goals. Are your goals out of reach? How did you plan to attain the goals that you are having trouble reaching? What did you do that is different from that plan, or what simply didn’t work?
• Talk to your co-leader. If the problem that you face is between you and your co-leader, or involves a particular student in the group, it is probably best to speak with your co-leader first. Have a private discussion to find out his or her feelings on the situation.

• Ask students for feedback. Don't be afraid to admit to your students that you feel your goals aren't being met—they will be able to offer feedback on what needs to change.

• Discuss problems in Hon 302. Each week in Hon 302 you have the advice of other Honors leaders, Honors staff, and collaborating faculty members at your disposal. Other leaders can share what worked and what didn't in their groups, while staff and faculty can offer new perspectives.

• Talk with the Honors staff. The Honors staff is here to support you in your role as a seminar leader. All the Undergraduate Assistants and the Honors staff will be available to talk with you about any problem, large or small. Stop by the Honors office, give us a call, or send us an email (see the Honors staff contact information on page 3).

### Conflict & Sticky Situations

#### Conflict

Conflict can always arise in group settings. Conflict occurs when there are differences in:

- needs
- perceptions
- goals
- experience
- values.

These differences can arise between individuals or between sub-groups within the group. Often the conflict is due to poor communication. If people understand the needs, values, and perceptions of others in the group, conflict can often be avoided. This is why one of the important roles of leaders to set the tone of the seminar. Setting a proper tone gives all students a common understanding of what is expected and can help prevent conflict.

There are two major goals you must take into account when confronting conflict:

- Achieving personal goals (task orientation)
- Keeping good relationships with others (relationship orientation).

These two issues may conflict. How you balance them is important.

#### Resolving Conflict

These techniques may help you resolve or mediate an interpersonal conflict.

- Compensation—ask yourself if the behavior you see is compensating for something else. Try to identify the root issue and resolve that.
- Accept the person, but you don't have to accept the behavior.
- Quote Hon 121 policies when necessary. This tactic can take the burden off you as the leader. Say, "This is Honors policy and I am required to follow it." This statement can displace participant frustration from the leader to the Honors Program Assistant Director.
Quickly correct inappropriate language or other problems. Don't let bad patterns get started and supported in the group.

It is OK for leaders to use their authority to set standards. You can let others know that you are not comfortable with certain actions, for example, "I'm not comfortable with people text messaging during class so please don't do it."

**Sticky Situations**

These are examples of situations that past FHP leaders have experienced. It is useful to think about how you would respond to these situations and others you may face during the semester.

- Your co-leader is not meeting his or her responsibilities to the section.
- A student is very loud and dominating every conversation while you are trying to engage other students in discussion.
- A student is constantly text messaging during class.
- You and your co-leader are having trouble meeting with the other tri-section leaders to plan a tri-section activity.
- An excessively competitive student blows up whenever he or she loses a game.
- A student appears sad and very quiet during class and doesn’t share information.

**The Leader Experience**

The leader position is meant to be a valuable and enriching experience! You will guide 12-13 first-year students through their initial semester at Iowa State. Although there may be ups and downs, we hope you will look back at the end and identify much you have gained from the position.

Here are a few comments from past FHP leaders, taken from evaluations on the last day of class:

*Are you glad you decided to be an FHP leader? Why or why not?*

- Yes, it was a valuable experience in being a responsible and engaging leader.
- Yes, I have developed a really good relationship with all my students, really a mix between mentor and friend.
- Yes, it was good to learn how to cooperate with another leader and run a classroom of 12 students. It really pushed me to take initiative.
- Yes, because it gave me an opportunity to meet a group of positive people and to have some impact on their lives.
- Yes, it was fun to be a part of a great group and help new students feel comfortable at Iowa State. The meetings were actually a way for me to relax as well.
- Yes, it was a fun experience. I really enjoyed getting to know the students and sharing my experiences and knowledge of the Honors Program with them.
- Yes. I really enjoyed introducing new students to the various opportunities and resources both on and off campus. I strongly believe that the Honors Program is
beneficial to any and all students and I feel honored to have been a large part of that initial experience for our students.

**What did you learn and/or gain in the process?**

- How to work with others, deal with others, be in control and respect others' opinions and interests.
- I learned a lot of dealing with different types of people and being a leader.
- Being in a position of authority was a new experience, and it taught me a lot about how to act in such a position.
- I learned how to work better with others and more about my strengths and weaknesses.
- I learned some good organization techniques and the importance of planning; also I gained valuable leadership and experience.
- Organization and communication are extremely important. As leaders, we have to be three or four steps ahead.
- How to plan a semester in advance and how difficult it can be to fit everything in.
- I gained a great respect for all kinds of people, in all sorts of situations, with different backgrounds. I learned about teaching and preparing a syllabus, but also about leading a group through a semester.
- I learned to let go when things don’t go as planned. That's why there's a back up plan.
- I learned patience, flexibility, how to maintain a classroom atmosphere.
- I learned that even though I'm not feeling the greatest in mood, I still must be encouraging and in good spirits to keep everyone motivated.
A Final Note…

THIS MANUAL IS A BEGINNING RESOURCE!

Don't forget to use other resources available to you!

Refer to this information frequently when planning your seminar syllabus and going through the semester. This manual is designed to help you with questions you might have as a leader of a First-Year Honors Seminar. If, after training and over the course of the Fall semester, you have suggestions for improving or adding to this manual, share your ideas with the Undergraduate Assistants and Honors staff listed on page 3.

And finally . . . Enjoy the challenges presented to you by the students in your section as you get to know them. It is probably true that we reap what we sow, so remember to sow seeds of kindness, interest, and enthusiasm, and watch your harvest develop over the semester. It is quite possible that this class will be one of the most rewarding experiences you and your first-year students will have at Iowa State.

Good luck with your seminar!
THE LECTURE REQUIREMENT

Students need to participate in or attend at least two lectures, one of them as a seminar group. This requirement is to help your students understand that the life of the mind is what being at a university is all about. A huge advantage of being in an academic setting, particularly at a large university, is that people are constantly engaged in discussing the world of ideas, and you have the opportunity to hear many of the nation’s and the world’s leading “movers and shakers” talk about an amazing variety of topics. We want you to help your students tap into that intellectual conversation, and the lectures and presentations on campus are some of the primary places where those conversations happen. Honors students, in particular, should be curious about more than what they learn in their classes and within their major.

Many lectures offered by specific departments and colleges can be used to fulfill this requirement. You may also invite faculty, campus staff members, or other professionals associated with your chosen topic or theme. Other campus events, such as concerts or plays, may fulfill this requirement, but only if approved by the Administrative Director or Assistant Director. Athletic events do not fulfill this requirement. A schedule of University Lectures is available at www.lectures.iastate.edu, and many department sites have schedules of speakers.

An important component of this requirement is that you and your students learn to practice good lecture etiquette. Students need to exhibit mature behavior at lectures. Often the lecturer is a distinguished guest of the University, and it is the height of rudeness to walk out of a lecture after an hour is up, regardless of whether the lecture is over.

Specifics of the Lecture Requirement

The entire section must attend one lecture together. Find a lecture that everyone in your section can attend and you can all go in lieu of having class. Since everyone in the section attends the same lecture, you can use the information from that lecture as a topic for class discussion or at least have some class feedback about it during the next class period. You may even attend a lecture as a trisection if you wish. Attending lectures together is a way of helping your group bond.

All FHP members must attend one additional lecture. These lectures can be sponsored by the University Lectures Program or by specific departments in the university. You can allow your students to attend any lecture they wish; once they have attended the lecture, they must share their experience with the rest of the class in a manner the leaders establish. One example may be to write a brief review of the lecture and email this review to the entire section. This method allows students maximum flexibility in choosing their lectures. By emailing their review to the section, students can share with others their thoughts on the lecture and remind other section members to attend their required lecture.
THE DISCUSSION REQUIREMENT

The discussion requirement helps your students develop thinking and communication skills, and it should do the same for you as well. This is an important element of the seminar, and you must incorporate two discussions into your seminar during the semester. Done well, it can be one of the highlights of the semester. Done poorly, it can feel like a boring waste of time.

The key to leading a good discussion is thoughtful preparation and strong relevance to the interests and needs of your students. You must know a good bit about the discussion topic and generate a safe environment in which your students feel comfortable digging into that topic, especially if it is difficult or personal. If neither you nor your students know anything about a topic, there cannot be any substantive discussion. If one or two or three students (this includes the leaders!) dominate the discussion, it will not be worth anyone else’s time. If the discussion is superficial or people are consistently allowed to simply state an opinion without supporting it or having that opinion gently challenged, then the discussion may do more harm than good. The goal is to help students learn to think and communicate better, not simply to voice unsupported and thoughtlessly held opinions.

An essential point to communicate through these discussions is that all opinions are based on reasons. Much of the time, however, we have never examined the reasons for our opinions, and we haven’t examined our reasons in the light of . . . well, reason. Many students think that opinions “just are,” like feelings. But opinions are indeed the result of thinking, not feeling, even if the thinking we use is simply absorbing the opinions of our parents or friends or some influential teacher, pastor, or celebrity. A goal of higher education is not to make you change your opinions, but to make you justify them, own them, and examine them in the light of evidence and reason. Because this type of self-examination is not often a pleasant experience, your discussion sessions need to be “safe.” If they aren’t, no one will be willing to explore the reasons for their opinions. Therefore, your discussion sessions need to be carefully directed and the students need to be challenged during the discussion. If they aren’t, no one will learn anything, and it will turn into a “bull session.” A good discussion is nothing like a “bull session” where everyone may talk but no one actually says anything, and no one’s opinions are challenged.

These are the specific requirements for the discussion component:

- For a discussion to fulfill the component it must cover a substantive topic (current events, planning for the future, issues of meaning and existence, etc.) and must involve preparation on the part of both leaders and students.
- The Assistant Director approves topics for discussions.

Here are pointers for leading effective discussions:

- **Make sure everyone is prepared.** To have an effective discussion, it is essential that all participants be prepared. Do whatever is necessary to ensure that everyone in your section has read the same book, article or essay, has heard the lecture, or seen the movie you are discussing.
- **Make sure you, as a leader, are prepared.** It is essential that you have not only read/seen/heard the material to be discussed, but also planned good open-ended questions about it and formed a goal for the discussion. Know what you want the students in your section to get out of the discussion.
• **Direct the discussion.** It is important that you maintain control—keep the students focused, challenge statements that are unsupported, and keep attacks or insults out of bounds. Work to include all students in the discussion.

• **Don’t dominate the discussion.** Silence is helpful for getting students to speak. Make sure that leaders talk no more than 20% of the time. It is the biggest problem of beginning discussion leaders (and many faculty still don’t know how to be quiet in a discussion).

• **Model good discussion behavior and good thinking.** Students will take their cues from you. Be respectful of all the students and of the people or ideas you are discussing, listen to others carefully, and moderate your own contributions. Challenge your own thinking when you are participating.

• **Always start a discussion by making sure everyone first understands** the essay/article/lecture/movie that is the topic of the discussion. Don’t jump to responses and evaluations before you have made sure of shared understanding. Have the section summarize the topic of discussion together or in small groups first. Use the white boards to make notes.

• **Use small groups.** One way to make sure everyone has a chance to speak is to have a time when the students answer questions in small groups (of 2, or 3, or 4), then gather into larger groups (of 4 or 6), then into larger groups (the whole section) to discuss responses to the questions. Use the white boards to make notes.

• **Make sure students listen to each other.** Have one student summarize what another has said. Have another student come up with a careful counter example. Devise questioning strategies that force students to respond very specifically to what other students have said.

• **Try to avoid “triangle” discussions.** A “triangle discussion” occurs when a student speaks to a leader, who then asks another student a question, and that student answers the leader, who then asks another student a question, etc. Encourage students to answer each other, and discuss with each other, rather than to look at the leaders and direct their responses to you.

• **Make your expectations specific.** Let students know exactly what you hope to accomplish in your discussions. Let them know your expectations for appropriate discussion etiquette, for their thinking and preparation, and for yourself. Make them partners in the process of learning how to be better thinkers.

• **Don’t expect deep discussions from students who don’t know each other** or feel comfortable. It is probably best to schedule discussions after the first three or four weeks of class. Students who don’t feel comfortable or safe aren’t going to risk a deep discussion.

On the next page are some classroom rules for discussion that may help you establish a good atmosphere and set of expectations for your discussions. You may wish to hand these out at the beginning of your first discussion.
CLASSROOM RULES FOR CRITICAL THINKERS

- **Keep in mind** that some of your opinions, perspectives, or viewpoints may not be accepted by others.

- **Understand** the viewpoints of those who disagree with you before you can fully understand your own viewpoints.

- **Until you can summarize** a viewpoint so well that those who hold it agree with your summary, you do not understand it.

- **Always assume** those who disagree with your viewpoint are as intelligent and as noble-minded as you are.

- **Be willing** to seriously consider alternate viewpoints and to change your mind in order to be a critical thinker.

- **To retreat into relativism** (the idea that there is no truth and everyone is right) or fundamentalism (the idea that only your group or belief is correct and everyone else is wrong) is to move away from critical thinking. Not all viewpoints are equally valid, and no one position holds all of the truth.
THE LEARNING THROUGH SERVICE REQUIREMENT

For the purposes of this activity, learning through service is defined as *individual and collective actions* designed to help students *learn about and address issues of public concern*. Learning through service can take many forms, from volunteering to organizational involvement to electoral participation. It can include efforts to directly address an issue, work with others in a community to solve a problem, or interact with the institutions of representative democracy. Learning through service encompasses a range of specific actions such as working in a soup kitchen, serving on a neighborhood association, writing a letter to an elected official, or voting, *along with subsequent reflection on what action was taken and why*. An underlying principle is that an active citizen should have the ability, agency and opportunity to move comfortably among these various types of public service.

Here are a few ways previous leaders met this requirement, with feedback on how to make the events more successful:

**Activity: Coin Drive for Boys and Girls Club of Story County**

*Description of the event:* As leaders we organized a way to have a coin war between FHP sections. We ran the event for two weeks and put sandwich bags in the leader's mailboxes for them to collect the change. After they collected change in each class period they left the bag upstairs. The class who brought in the most money got an ice cream party. Our students were in charge of developing flyers to promote the event as well as visiting the other sections to introduce the event in person. One group of students even made a commercial that was posted on the Honors Facebook page. We sent out reminder emails to the leaders and also posted more reminders on the Facebook page. To promote learning we had the program coordinator of the Boys and Girls club come to the class to talk about what the organization does.

*How successful was the event you selected?* Our event was very successful, we raised over $300. It was important to us that the whole class be involved in the promotion of the event.

*What suggestions do you have for future leaders?* Think outside the university for your service learning- it's good to realize your community in Ames is more than just on campus. Plan out the details of your project and make sure the students are involved. Don't limit your project to one class period.

**Activity: Arts and Crafts Night for the Special Olympics Athletes**

*Description of the event:* Invited the Ark of Ames to come to Jischke and set up a bunch of Thanksgiving/Christmas themed craft events. Played music, talked, it was super chill.

*How successful was the event you selected?* IT WAS SUPER SUCCESSFUL EVERYONE WHO SHOWED UP LOVED IT AND SO DID WE!! However...

*What suggestions do you have for future leaders?* I wish that we had planned more in advance. We had trouble finding a location, and had to use our like 3rd choice. As a result, we had a poorer than desired turnout. Also for advice, if you can't think of required components for a theme, just go upstairs and literally everyone up there will help you.
Activity: C3 Visit to Northcrest Community, a retirement community here in Ames

Description of the event: We mostly chatted with some of the residents. They were very interested in hearing about our lives and what we do and we learned about theirs. To (moderately) tie in our music theme, one of our students played the piano the whole time as background music and tried his best to take requests when the residents asked.

How successful was the event you selected? The event was successful in the sense that the majority of the students had a good time and it was good bonding time for our class. It didn't really relate to our theme the way we wanted it to, but we did make a small impact on the community by giving a fun time and change of routine to the residents.

What suggestions do you have for future leaders? My suggestion for future leaders would just be to set it up early. If you are trying to work with a company or organization, there can sometimes be miscommunication of expectations or they may not get back to you with dates and info like they said they would (this happened with a different facility). Good luck!

Activity: Emergency Residence Project

Description of the event: We cooked and served a meal at the Emergency Residence Project which is a homeless shelter for single men.

How successful was the event you selected? I thought it was great! It was slightly difficult/awkward to cram 15 Honors people into a house that small (they don't usually get groups that large) but overall we got to talk with and get some perspective from a portion of the homeless population in Ames.

What suggestions do you have for future leaders? Pick something that you actually care about. We had a great discussion afterwards and I especially felt like I could lead a discussion about this topic because I was passionate about it and knew some background information. If you can't get excited about the service you are doing how do you expect 13 other people to get excited, and to benefit or see the importance in it? Look at community non-profits or other organizations to get ideas of what you want to do, you could volunteer for them as a project or you could take an idea from somewhere else and make it your own. It's just a good place to start for inspiration.

Activity: L3 Volunteers with Story County Conservation

Description of the event: we volunteered as trail guides for the "Back from the Dead" nature hike, through Story County Conservation.

How successful was the event you selected? The event we selected was mostly successful. We were the last set of tour guides (we ran two tours) at the end of the night, and some of the staff members thought we were only running one tour, and went in early. Other than that, it was awesome!

What suggestions do you have for future leaders? This event was super nice because we didn't have to do the primary organization. Instead, we were able to help out a larger group of people, and made part of it our own thing. Due to the more natural setting (the leaders being put on a very similar playing field as the students), it helped a lot in group bonding.
Appendix IV

STUDENT SUCCESS REQUIREMENT

Each section needs to spend one class period discussing some aspect of student success. To make the most of this experience, try to gain an understanding of what the students in your section need help with to be more successful in college. You may want to plan this in the middle of the semester after you have had a few weeks to observe the students and identify what they are struggling with but when there is still time left in the semester for students to use the information they learn.

The overarching idea of student success encompasses such topics as good study habits, time management, test preparation, personal wellness, acclimation to college life, balance, and Honors-related issues such as perfectionism and the imposter phenomenon. Remember when you were an entering student. What do you wish you had known then that you know now? What information would have helped you to make the most of your first semester and better prepare you for college?

In the past, leaders have been creative about meeting this requirement:

- Academic Success Center activities
  - Go to Hixon-Lied and set up a tour/info session with a staff member there to learn about services open to students
  - Bring an Academic Success Center speaker in to do a presentation/workshop for your class
- Spend a class period at the Student Counseling Service's Biofeedback Lab
- Bring in a campus speaker to talk about writing resumes
- A workshop by representatives of the Financial Counseling Clinic
- Group fitness, yoga, or rock-climbing sessions at State Gym or Lied Rec
- Put together an "Eating Healthy On Campus" day using ISU Dining’s website, staff nutrition experts, and a tour of a dining center
- Create a panel discussion using older students you know/look up to
- Do an activity in the Workspace for stress relief
- Speakers from Financial Aid to demystify college scholarships
- Go to the Student Activities Center or bring in one of their staff members so students can learn about campus leadership or service organizations
- Bring in someone from SHOP to talk about how to make an impact on campus
- As a group, sign up for the ISU Fall Leadership Conference
DEGREE PROGRAM ASSIGNMENT

One of the few major assignments for all First-Year Honors students is the Degree Program Assignment. Outlining the classes students will take during their years at Iowa State does not mean the program is carved in stone. The assignment is intended, rather, to impress on students the need for foresight and planning in pursuing a degree, and to expose students to the many possibilities and choices they have at this point in their studies. At the same time, the assignment prepares students for the preregistration process they go through each semester. It is the rare student who can draw up a degree program her/his first year and follow it to the letter. Most students make many changes, frequently dramatic, in the degree programs they devise in the First-Year Honors seminar.

The purpose of the Degree Program Assignment is to familiarize first-year students with the academic requirements of the Honors Program in the colleges and demonstrate how Honors may affect their course of study. First-year students who submit a Program of Study for Honors approval will be prepared to meet the requirements of the program and take advantage of its possibilities to a greater extent than the student who did not draw up a degree program during his/her first year.

Offering Help—Where to Go for Answers

As students work on their Degree Program Assignments, they will come up with numerous and complex questions. Ideally, before they begin work on their degree programs you will have completed a new one for yourself so that you can answer many of their questions. Nonetheless, with the variety of degrees and majors available, no one person has all the answers. To assist your students, try to allow at least one class period in which they can work on the assignment and ask questions as they go. If you and your co-leader can't answer questions about a college in which several students in your section are enrolled, consider asking an Honors student who has submitted a Program of Study from that college to join the class on that day to help with questions. Members of college Honors Committees might also be willing to join your seminar for such a session.

Explaining the Assignment

Completing a degree program is no trivial task. One of the greatest disservices you can do to your students is to say only a few words about the assignment in class and expect them to then produce a worthwhile degree program. First-year students have no experience in completing this kind of assignment; they need to be told exactly what is needed and how to go about it. Few will know what a degree program is, where to get the necessary forms, how to select courses, etc. Your seminar may include several students who haven't yet selected a major or are thinking about changing their current one.

Anticipate this kind of confusion, and be prepared for it, by understanding the instructions for the assignment. As time for the assignment draws near, you will receive these instructions and have a chance to ask questions. The Honors staff will help you know how to handle the assignment, and expect you to do all you can to make sure your students understand and complete the assignment.
**EXAMPLE OF DEGREE PROGRAM ASSIGNMENT GRID SHEET**

**FIRST-YEAR HONORS PROGRAM**

**DEGREE PROGRAM ASSIGNMENT (Part Two) : GRID SHEET (Step A)**

Name:         Section Number:     Major:         College:  
Second Major (if any):  College:  T, AP, IP, or TRANSFER CREDITS  
Minor (if applicable):    College:  

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GLOBALIZATION & DIVERSITY

The globalization and diversity component increases awareness of the broader issues that affect your students’ lives. As specified in the Iowa State U.S. Diversity/International Perspectives requirement, “the goal is to prepare students to meet challenges of responsible citizenship and effective professional roles in a culturally diverse global community.” Every member of our community brings a unique perspective and understanding differences can affect the way we approach solutions to various problems.

Globalization and diversity can cover a complex and vast set of topics, including for example: technology, economics, health issues, environment, law, and human rights. This session of Hon 121 should explore some of these issues in a way that invites or encourages further investigation.

Ideas about globalization and diversity can be presented in several ways. Many lectures offered across campus can be used to fulfill this requirement. You may invite faculty, campus staff, community advocates or other professionals in the area to speak. Another approach is to offer a more interactive session, using one of several group development exercises that focus on these areas. There are several resources available on the Internet. Please remember to make this a thought-provoking experience for the students in your section.

Think outside the box and use your campus resources:

- Inviting a speaker to discuss global events (such as Professor Jean-Pierre Taoutel, who is incredible and has taught many Honors seminars about the Middle East and marginalized people)
- ISU’s Office of Multicultural Student Affairs
- Bringing in Multicultural Liaison Officers to speak to/do a workshop with your students
- Have Iowa Staters come in to talk about the Iowa State Conference on Race and Ethnicity (ISCORE) or the National Conference on Race and Ethnicity (NCORE)
- Creating a panel discussion of students who’ve studied abroad; include Laurie Smith-Law to discuss service learning in Belize, the Dominican Republic, and Thailand
- Engage in a cultural event on campus

It will be important to make sure that everything is well planned and prepared. To have an effective class, it is essential that someone with expertise in the area serve as a facilitator. If you select to do a discussion or lecture please refer to Appendices I & II in this manual referring to the proper way to facilitate sessions using discussion and lecture.

**NEW this year: DiverCYty Network, a group of Iowa State faculty and staff who give presentations on diversity and social justice. To inquire about scheduling a speaker or activity for your class, contact Denise at dnwill@iastate.edu.**