Honors Peer Mentor Guide

An Honors Creative Project (HONRS 499)

by

Amanda Garlock

Thesis Advisor
Dr. Laurie Lindberg

Ball State University
Muncie, Indiana
May 2009
Graduation Date: May 2009
Abstract

The following guide is the culmination of a semester long project that will be used for the Honors 100 peer mentoring program. It comprises seven sections, each with its own introduction. The sections are as follows: Mentoring, Syllabus, Activities, The Book, 4-Year Plan, BSU Life, and Muncie. Each of these sections is used in class discussion for the Honors 100 program. Some sections include handouts that can be easily printed for the freshman students in the class. This guide is a revision of the previous, but the goal is to have a binder that is more accessible for Honors Peer Mentors that speaks directly of the goals of the program and the opportunities that exist. The guide is also prefaced by an artist’s statement that shows the research that was done about mentoring itself, as well as describes the changes and revisions made from the previous guide.
Acknowledgements

- I want to thank Dr. Laurie Lindberg for advising me through this project. She helped me with the design and tone of the new guide. She also helped to edit everything and made sure that the guide was the absolute best it could be.

- I also want to thank the Honors Advisers, John Dobelbower and Sarah Haley, for helping with the 4-Year Plan section of the guide. Their knowledge was invaluable, and helped to clarify many advising issues.

- Thank you to the Peer Mentors past and present for sending me your advice, your own handouts, and your encouragement.
Peer-to-Peer Mentoring in the University Setting

_This paper first gives a brief overview of the definition and functions of mentoring. The second section explores the needs of undergraduate students, using literature about higher education processes. The third section describes how mentoring, especially peer-to-peer mentoring, can be used to meet this need. Finally, I describe the changes that I have made to the peer mentor guide for the Ball State University Honors College._

**What is Mentoring?**

The year before life as a freshman student at any university is a whirlwind of university visits, receptions, and orientations as universities actively recruit undergraduate students for their various institutions. With all of these activities enveloping freshmen-to-be, it’s no wonder that many new undergraduate students feel out of place and out of touch with their new university life after their parents deposit them on the doorstep of their new residence hall. After all of the excitement of searching for the perfect college, the next four years loom ahead. What can be done to lengthen the orientation process for new freshmen? The answer that many undergraduate institutions are beginning to give is mentoring.

The classical examples of mentoring are those of Plato and Socrates, or Freud and Jung, but mentoring is not so easily defined. In fact, definitions of mentoring range widely throughout the literature, and much of that literature is based on career-related mentoring, rather than academically-related mentoring. Because of this, the definition of mentoring that I will use is based in the business world but still fits the purpose of this paper: “We consider mentoring to be a dynamic, reciprocal relationship in a work environment between an advanced career incumbent (mentor) and a beginner (protégé) aimed at promoting the career development of both” (Healy and Welchert 1990, p. 17).
According to this definition, both mentor and protégé are actually working toward a type of identity transformation: from mentor-protégé to working colleagues. This works in a college environment as well as the business arena for both the traditional faculty-student mentoring relationship as well as a peer-to-peer relationship. In both cases, the protégé is learning to fit into a new world in both an academic and a social sense.

Just as there are many ways to define mentoring, research is varied as to the functions of mentoring. Most sources, however, agree that all of these functions can be put into one of two categories: functions that are career-enhancing, as opposed to those functions that are primarily psychosocial in purpose. In the first category, the mentor sponsors and coaches the protégé, whereas in the second, the mentor provides psychological support, helping to confirm the identity of the protégé (Olian, Carroll, Gennantonia, & Ferren 1988). Some of the other functions include these: acceptance and encouragement, advice or guidance, protection, information, help with access to resources, and the stimulation of knowledge acquisition (Jacobi 1991). We can see how all of these functions could be fit into an undergraduate mentoring program.

Critics would point out that these functions could also be ascribed to teachers or supervisors, but I would argue that mentoring and teaching are separate activities with some overlapping goals. Mentoring can be formal, assigned by some sort of superior agency, or informal, with mentor and protégé choosing one another without any guidance from above. Regardless, the tone of mentoring relationships is generally described as “informal, continuous, caring, and permits the exploration of a wide range of topics that interest and concern students” (DeCoster 1982, p. 6). This relaxed tone allows mentor and protégé to have a comfortable yet productive relationship that differs greatly from the
authoritative, academic tone of the classroom. Both members of the relationship have equal authority to choose their goals and tasks.

Moreover, the stages of the mentor-protégé relationship are different from those of the classroom. Healy and Welchert state that the mentor and protégé begin their relationship in inequality and mutual admiration and end with a sense of “reciprocity between mentor and protégé and accomplishment of an identity transformation by each party” (Healy and Welchert 1990, p. 18). This can be applied to a college peer-to-peer program, as the experienced student mentors the freshman student into a better knowledge of undergraduate life. Eventually, the students will need to see each other as colleagues of a sort, as opposed to knowledgeable and unknowledgeable. This is also different from the traditional classroom setting, since inquiry is directed by both parties as opposed to just the instructor, and therefore the stages of the relationship progress according to the pace set by the relationship (Healy and Welchert 1990).

The needs of undergraduate students

Universities have changed dramatically since their inception and so have the needs of their students. Males once studied the few accepted topics of theology, law, and medicine while conversing in the approved Latin in order to receive a degree, but no longer. Universities are no longer required to act in loco parentis, there are many more degree options, and colleges are now generally co-educational, among other shifts in the educational system. These changes are enough to make anyone feel lost, not just an average freshman student. To put it colloquially, “New students are like aliens traveling a foreign land who have no understanding of its mores and customs” (Ender and Strumpf
1984, p. 71). Strangers in a strange land, new students find themselves put into a system with which they are not used to coping.

One of the necessities for new freshmen is community, and universities advertise their own brand of this with phrases such as “living-learning community” and the relabeling of traditional “dormitories” as “residence halls,” a place for more than eating and sleeping, but also for making connections. And yet, how many freshmen actually know what a living-learning community is? Are universities really helping students to make the social connections that they require in order to have a successful undergraduate experience? According to Giddan (1988), this is questionable at best:

Nowhere is the need for social support more vivid than in reactions of incoming college freshmen during the early months of school. Students may feel uncertain, anxious, even depressed and ineffective as they begin. They are in unfamiliar surroundings, unsure of their academic potential, their capacities for making friends, and their adjustment to the campus (p. 10).

Freshmen need support at this time more than any other, especially as they begin to turn to their peers for the support that was provided by their families. New identities are confirmed through relationships and problems with peers. It is no wonder, then, that there is a call for more community and connections during the freshman experience.

Freshmen also find themselves asking the question, “What should I do with my life?” University life asks them to choose a major and prepare for a job that we now know that they will probably not do forever. The responsibility for learning is now theirs, as opposed to the instructor’s, as it was during secondary school. Classes could be
anywhere from 25 to 300 students, and written work may be more challenging and in-depth than they are used to: “Entering students may find they lack the necessary skills, motivation, ability, interest or time to cope with this new academic environment” (Upcraft 1984, p. 14). The new challenges of university life may be too much to cope with effectively on their own. Academic support is needed in order for freshmen to feel secure in their new environment.

In some cases, these new challenges may lead to dropout or distancing from the educational process; in others it may lead students to go into overdrive about educational responsibilities. “Entering students can become so obsessed with classroom success that they ignore other opportunities for rounding out their education. These students fail to develop themselves intellectually as well as academically” (Upcraft 1984, p. 15). This obsession can be observed in Ball State University’s Honors College, where students may sequester themselves in their rooms in pursuit of what they see as all-important academic pursuits. In discussions during mentoring seminars, mentors have reported that when freshmen are given the opportunity to plan a fun class activity, they have asked if they can have the time to study instead. Students must be taught not only how to handle the rigors of academic life, but how to bring a sense of balance to that academic life in order to truly take advantage of a well-rounded education.

Finally, freshmen need to know their campus: the buildings, the legacy, and the day-to-day activities of attendance. Yet it seems that “new students have little sense of being inducted into a community whose structure, privileges, and responsibilities have been evolving for almost a millennium” (Boyer 1987, p. 43). This community is that of higher education in general. Students are used to the headlong rush of choosing a
college, not the small, self-directed processes of education. "Their background and prior experiences may limit their perception of what an education can be, causing them to miss the opportunity to learn how to learn, to consider the moral ethical implications of what they learn." (Upcraft 1984, p. 15). Students may not know how to read an academic text or know that they are allowed to have an opinion on that text. They may be unsure of classroom protocol and etiquette in a place where no one seems to raise their hands before speaking to signal turn-taking. They do not know about university resources or offices. Not surprisingly, freshmen don’t always feel as though they fit at an institution, because they don’t know anything about it. It is the responsibility of the institution to pass down this knowledge so that freshmen can feel a secure sense of belonging, as if they are "in the know," so to speak (Boyer 1987).

For undergraduate students, these three processes result in freshmen students becoming acclimated to campus, and feeling as though they fit in:

Colleges should be as committed and creative in helping students adjust to college life as they are in getting them to the campus in the first place. Such a view does not deny the maturity of the independence of students; it simply recognizes that each university or college has a culture of its own (Boyer 1987, p. 46).

Retention will improve as students feel more comfortable at their own university. Giving students university information, however, is easy. How is such a large, often impersonal, institution supposed to help new students build a system of social support or teach them the academic skills that they will need to use in order to succeed?

Most universities have services in place that help to acclimate students to campus. Most freshmen must attend some sort of orientation, whether it be a half day or a week
long. Other services include career services, tutoring centers, counseling centers, and the advising system (Ender and Strumpf 1984). There is, however, “a great separation, sometimes to the point of isolation, between academic and social life on campus” which still leaves students feeling out of touch with their particular institution (Boyer 1987, p. 5). All campus services see numerous students every day and cannot always impart a personal touch that seems to be so important to many new freshmen.

Benefits of mentoring

One of the solutions that some institutions apply is that of extending orientation for freshmen students in a type of on-campus mentoring program. This type of formal mentoring helps students “adjust to the demands of the classroom and teaches them how to earn good grades by exposing them to the academic climate and teaching them how to handle the other aspects of their lives that affect academic success” (Upcraft 1984, p. 15). A successful orientation program also encourages students to take advantage of their educational opportunity and become well-rounded students (Upcraft 1984). These orientation programs can allow students the opportunity to acclimate to university life with a knowledgeable mentor.

This knowledgeable mentor can be anyone. Most definitions require that it be someone quite a bit older, but age is unimportant so long as the mentor can fulfill the functions and roles of mentoring. This is demonstrated by the number of institutions which have begun using undergraduate students as peer mentors to facilitate the first few months of freshman life (Jacobi 1991). In fact, this peer-to-peer type program may even be preferable, especially as incoming freshmen are beginning to define themselves by peer relationships. They may be able to relate better to another undergraduate student
who is facing, or has recently faced, some of the challenges that they see every day. According to Upcraft, “Entering students talk about their college experiences as a series of events rather than processes…They recall specific issues, concerns, fears, and successes” (1984, p. 13). Who is better to respond to these specific issues than another student who has faced the same issues?

Using undergraduate students as peer mentors can be an advantage for the institution as well as the students. After all, there is no shortage of sophomores through seniors to use as a resource. And these students may actually be better equipped to handle freshmen situations: “While professional staff may understand the new student’s plight, they are not always able to identify with the new student’s fears and concerns. Adequately trained paraprofessionals can not only identify with new students, but give them helpful survival tips based on their own experience” (Ender and Strumpf 1984, p. 71). Ender and Strumpf go on to describe how undergraduate students can be trained as paraprofessional students, and points out that communication between professional staff and students can take place in “individual or small-group sessions” in order to discuss how to better mentor new students and how to find appropriate resources. In this way, institutions can better personalize the orientation process by using the unique perspectives of other undergraduate students. The best part is the cyclical nature of mentoring. According to the Harvard Business Review, protégés “who benefit most from an experience with a mentor seem to feel a stronger obligation to extend mentoring to others” (Roche 1979, p. 20). Therefore, if institutions start the wheels of mentorship rolling, their programs can be somewhat self-sustaining.
There are advantages to being a mentor as well. Remember that the definition of a mentoring program is that it is a "dynamic, reciprocal relationship." Some sort of benefit to the mentor must be assumed, but what is it? Olian (1988) says that mentoring "enables individuals who are at mid to advanced stages of their careers to redirect and rejuvenate their energies by nurturing and sharing their wisdom with a younger adult." (p. 15). In this way, undergraduate students can use their experiences to greater advantage, bestowing their collected knowledge on new students. This sharing allows them to feel that their experiences have weight and use, as opposed to being solely personal endeavors. It may also help reinforce their commitment to higher education. Jacobi (1991) describes some benefits that accrue to the mentor, such as "development of new talent and repaying past debts," since they have been protégés in their turn (p. 512).

Conclusion

By using undergraduate students as peer mentors, universities can lengthen the orientation period for new students, giving them an opportunity to ask more questions and talk with current students about fears and concerns. This could prove beneficial in a long-term scheme. While this peer-to-peer mentoring can be useful, however, it is important to keep in mind the limitations of student mentors. They cannot be responsible for extreme situations that may place the mentor or protégé in danger, as in cases that require counseling or other outside help, and mentors must be given clear direction, as many of them have only their own undergraduate experiences to which to refer. For this reason, it is important for student mentors to have their own resources, supervisors, and mentors. It is even useful to have mentors spend time together, helping each other to resolve problems and issues.
My personal examples and knowledge have been taken from time spent participating in the Ball State Honors College as both protégé and mentor. An excellent example of what peer-to-peer mentoring can be, this program provides an extra nine-week orientation session for small groups of incoming freshmen, using upperclass students as mentors during weekly meetings. Mentors also meet with a faculty member one time per week in order to discuss problems and triumphs. In order to help improve this program, I have redesigned and reorganized the mentoring guide, making it more useful for student mentors.

The old binders were stuffed with handouts that were sometimes difficult for mentors to locate information in. While these handouts provided great examples of activities, they often provided good advice in a roundabout way. I have supplemented the guide with experience and straightforward knowledge. In place of suggesting that students go to various Ball State offices, I have listed the contact information and services offered for each department. I hope that this will help mentors feel more comfortable making appointments with university faculty and planning classes around the university and Muncie.

Another change in the content of the guides is that it includes advice from myself and others based on past experience. It is my intention that these voices from past mentors will provide a base for new mentors to work from. In this way, not only will they have the 300-level class to communicate their ideas in, but they will also have the support and knowledge of mentors whom they may never meet. This support is an important part of using students as paraprofessional staff. Not only should they feel the support of their faculty, but the support of their peers as well.
I have also tried to change the overall tone of the guides. While being a peer mentor is an academic endeavor, it should also be a relaxed one. I have created a short introduction to each section of the guide in order to help the mentor understand what is in that particular section. This introduction is very informal, yet, I hope, informative. I want mentors to feel comfortable using these guides, and I want them to feel as though it is accessible.

The overall organization of the guide has also changed. To begin with, because of all of the handouts, the old guides were a bit disorganized. Sometimes handouts in one section would correspond better to another, and sometimes information in a section was old or no longer relevant. For example, some of the handouts in the Muncie section talked about places that had closed down since the start of the program. It required painstaking work with a phonebook to find out which venues were still open for business. The four-year plan section of the binder also had these types of problems because of the university website redesign since the program was implemented. Many of the links that were suggested for mentors to use were broken, or simply no longer existed. I had to see which web pages were still in use, and redesign the instructions for using the Ball State website. This is something to keep in mind when the binders are next redesigned.

In addition to problems such as this, sometimes there would be multiple pages of repeat information, which some mentors found frustrating to read through. This repetition had built up over years since the last revision, and while it was good information, too much repetition can cause other important information to get lost in the shuffle. In order to fix this problem, I tried to condense information as much as possible without losing its original meaning. To this effect, you will find pages such as the
"Freshman Likes and Dislikes" page, which used to comprise five pages of repetitive information.

The "Syllabus" section was another that involved the condensing of information. It included a basic introduction to creating a syllabus, the master syllabus and numerous examples of past student syllabi. This gave students an idea of how to create their syllabus, but didn't give much instruction. I decided to change the introduction to syllabus writing in order to make it easier to understand, and to provide students with some knowledge about freshman wants and needs, such as what they enjoy doing, and that they should be included in the planning of the syllabus. After all, in a class devoted to helping them feel more comfortable on campus, shouldn't they at least feel as though they are an integral part of the class? I have also included a short page on class discussion, since most mentors have never had to lead class discussion before. So, I was forced to organize and redistribute information, as well as to correct it.

As the guides have become shorter, the sections have become more inclusive. For instance, in-class and out-of-class activities now occupy one section, as do Ball State life and Honors College life. This is because many in-class and out-of-class activity suggestions are the same and require the same information. Also, life in the Honors College is a special sort of student life, and these two ideas should not be separated. Participating in Honors College life is not separate from participating in BSU life, nor should it be considered as such. They are the same, just with a few extra opportunities.

While most of the sections have been in the binder before, one has not: the "mentoring" section. This section is just for Ball State mentors. Rather than having resources for freshmen and ideas for classes, it is solely about the responsibility of
mentoring. It includes and stresses the requirements for being an Honors College mentor, including the writing requirement involved, which some mentors claim they don’t understand. It also has advice from past mentors, which allows students to learn from the mistakes and triumphs of others, and advice and messages from Dr. Lindberg and Dean Ruebel. This section was created solely for mentors, and hopefully will help them better understand and cope with the task that they are undertaking.

These changes in the binder were recommended in part by other peer mentors, and others were made simply on my own initiative. My desire is that future mentors will find them useful, especially in the guide’s new online form. This new online format will allow mentors to easily access the guides and print any handouts that they might want to use. This ease was the main focus and goal in my planning and creation, and I hope that it benefits not only the mentors of the Fall of 2009, but also the mentors of coming years.
Works Cited


Welcome to Mentoring!

Whether you’re a returning or first time mentor, reading this guide means that you’ve committed yourself to a full nine weeks of involvement in freshman life. Even if you aren’t certain you’re ready to take on this responsibility, you’re doing a huge service to Ball State, the Honors College, and most importantly to incoming freshmen. Your greatest advantages as a mentor are your own experiences, fears, and mistakes. You have much more knowledge than you think, and this guide is your resource. Hopefully it contains plenty of ideas and wisdom to help you through the rough spots in mentoring.

Your other amazing resource is Dr. Lindberg. Don’t be afraid to ask her your questions because chances are, she’s already had the kinds of problems you’re having and she can give you a couple solutions. Your fellow mentors may also be having the same problem, so keep sharing ideas and issues. You can probably solve everything if you just put your heads together.

Remember, mentoring is supposed to be a reciprocal relationship, so you should be benefiting from this program, and not just in terms of your resumé or pocketbook, but rather in the fact that you’re gaining leadership and organizational experience.

And most importantly, have fun! Remember what it was like to be in your Honors 100 class? Take all the best parts of your memories and add in your own personality. And remember, even when you feel like things are going poorly, the students probably can’t even tell. Chances are they’re having a great time, so you have one too!
IMPORTANT DATES FOR PEER MENTORS

Note: You will receive a detailed syllabus for Honors 300. This list of dates is intended to give you an overview of the period of time that the Peer Mentor Program will be in operation during Fall 2009.

Thurs, August 20  Convocation for Honors Freshmen. Peer mentors are cordially invited but not required to attend. Time and place will be announced (probably Pruis Hall in the late afternoon).

Sun, August 23  6 pm  All mentors meet at the new Honors House for last-minute info and reminders, also pizza. If you bring materials you want to distribute at your first Honors 100 class meeting, we can duplicate them for you at this time.

Week One  August 24-28

T-W-Th-F  First meetings of all Honors 100 classes
You may want to give your freshman an information sheet about your Honors 100 class at this time but hold off on a schedule of dates and events until your second class meeting.

T, W  First meetings of all Honors 300 classes

Sunday, Aug. 30  Journals/reports should be sent before midnight to laurie.lindberg@gmail.com. Of course, you are welcome to send your reports immediately after your class meetings; in fact, you may find it’s a case of the-sooner-the-better. But please be sure to respect that Sunday midnight deadline, this week and every week!

Week Two  August 31-September 4

Week Three  September 7-11

Labor Day—September 7  No classes.

Week Four  September 14-18

Tuesday, Sept. 15, 7:30 pm at Emens Auditorium: Ishmael Beah, author of the Freshman Common Reader

Week Five  September 21-25

Week Six  September 28-October 2

Homecoming week. The parade and football game are on Saturday, Oct. 3.
MENTORS—REMEMBER!!

Honors 100 is a course designed for the benefit of the students—feel free to modify any of the course material to fit the specific needs of your particular group... and don't forget to take their suggestions into account!

YOUR JOB: First and foremost—you are a mentor! (Make sure the students realize this—it's amazing how many referred to their "instructor" or "teacher" on last year's evaluations!)

*As a peer mentor, you are both a peer and a mentor—seems obvious, right? Well, it's a difficult balance to achieve—you have some degree of authority but the students will also expect you to be someone they can identify with. Be careful not to go to either extreme—don't become a lecturer, but don't be too carefree!

MOST IMPORTANTLY: You Care!
(That's why you're here—let the students know! Show it!)

AMAZINGLY ENOUGH—Your students will know if you make an effort (and if you don't, why should they?)

This is where the "professional" part of your task comes in: you are the facilitator of everything that goes on during your class meeting times; make sure you are prepared to take charge if necessary to keep things flowing.

TIPS (for being in charge):
- come prepared (with materials for discussion/ideas for activities)

- be (somewhat) organized—the students will appreciate it
- be confident (not shy!)—things will run much more smoothly
- know what you are talking about (and try not to ramble 😎)
- act professional (i.e. don't play favorites & be respectful)
- be consistent but flexible
- don't antagonize the class (too much, at least!)
- have a POSITIVE attitude—it will help! Promise!
Emphasize making connections

This is an ESSENTIAL part of Honors 100! (And one of the top "likes" of last year's group) Getting to know other Honors students is what it's all about!

* Do activities that force your students to get to know each other—Pair them up! Get them talking!
* Stay in touch with the students between classes—Email, say “Hello” if you see them. Don't let them be passive! (Remember: they're "connecting" with you, too!)
* Organize outside-of-class activities—They may not all show up, but those who do will have an opportunity to become more acquainted. And don't forget about commuters—arrange plans so they can come, too!

DISCUSS...Discuss...Discuss...

We stress the fact that Honors 100 is a discussion-based "seminar," designed to provide some information but also to allow students to interact.

The Mentor's Challenge: Keep the conversation going!

-TIP: respond to comments in questions rather than statements—it'll challenge them and hopefully keep moving the discussion along
- be respectful of the students’ opinions (and remember to treat them as adults—they can be very sensitive to condescension©)
- DON'T LECTURE (you are not a professor—they are not getting a grade—make the experience fun and interesting!)
- focus on good communication... between yourself and the class when presenting information and between the students during discussion
- VERY IMPORTANT: discuss what interests and concerns the freshmen (clarify how the topics provided are relative, talk about other aspects of college life that they express interest in...)

"Many of last year's freshmen called Honors 100 "a waste of my time"—take this response into consideration while planning your class. How can you make it worth their while?

#1 Rule for Being a Mentor—Always have a backup plan!

Conversation and/or activities can sometimes fail to be engaging for a full hour—have something extra planned to fill empty time, because the silence can be awkward. Nothing's worse than a roomful of blank stares aimed at you!

--More of the "Nitty-Gritty"--

(Just some more tips and a few reminders 😊)

In Class:

- Don't totally disregard the syllabus. Have a good time, be creative, do your own thing, but at least mention the topics listed on the master syllabus. If the students seem less than thrilled about the subjects, don't feel obligated to discuss each at length.
- Keep track of unanswered questions. Your freshmen are relying on you to provide information and advice—if they ask you to find something out, try not to forget about it!
- Clarify any assignments you give (i.e. 4-year plan). To avoid too much confusion, make sure you know what is required of the freshmen, and be sure to explain it well! (due dates, etc.)
- Meet for the whole time. Usually. A shortened or cancelled class can be justified to some extent, but not every week! It’s very unprofessional to consistently finish after 15 or 20 minutes...and keep in mind that the effort and thoughtfulness you illustrate will be analogous to the response you get from your class. Good or bad—a lot depends on you!
For "The Bosses" (Dr. Lindberg and Dr. Ruebel):

**Send your journal in on time each week.** You will be expected to write a journal after each class, describing what happened and reflecting on what you considered high and (only occasionally, we hope) difficult or low points. Comment on how the class is going and thoughts you've had in response to each session. Send your journal to Dr. Lindberg by email on or before Sunday. She will use information from journals to provide discussion material for Honors 300 meetings the following week.

**Turn in all materials on time.** After collecting assignments (i.e. 4-year plans) from your freshmen, make sure to get them to the HC office ASAP, as they have some bearing on the students' final "grade" from Honors 100.

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**One Last Thought:**  

- **Enthusiasm**

Think about it—students tend to respond well to teachers who are excited and motivated about their subjects. Honors 100 is your subject—if you seem happy to be there, your students will, too. 😊

**Smile Relax Enjoy Yourself**

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**Why do we have Honors 100?**

Although the program was supported by many of last year's freshmen, some of them still wondered about the purpose. You may or may not be asked this question explicitly during your sessions, but the answer is an important bit of information to communicate in any case.

**Pay specific attention to the goals outlined for Honors 100 on the master syllabus;** each one is detailed and explained. The basic gist is to strengthen the sense of an Honors community within the incoming students. That is why we feel it is important for each freshman to have a specifically **Honors** mentor, in addition to their RAs and upperclassmen friends.

**In General:**

As peer mentors, you help to fulfill these goals by creating a semi-informal environment in which the Honors freshmen have an opportunity to meet other Honors students, as well as by acting as a resource and providing general information and answers to their questions. We hope this nine-week program will make the transition to college easier for the freshmen, and that they will, as a result, be more comfortable with life at Ball State and within the Honors College.
Frequently Asked Questions

WHY HONORS 100?
The Student Honors Council wanted the honors first-year students to have some of the same advantages that non-honors freshmen have as participants in the Freshman Connections program. The council’s ideas led to the development of Honors 100, a one-credit course that meets for the first nine weeks of the semester. A carefully chosen group of sophomores through seniors serve as mentors for the freshmen, meeting with them for one fifty-minute class period per week and sometimes for outside activities. The students in Honors 300, also called Seminar in Leadership, gain valuable experience in organizing class sessions, facilitating discussion, leading field trips, and in many other ways helping new students to adjust to their new environment and feel more at home at Ball State and in Muncie.

WHERE DO CLASSES MEET?
After the first meeting or two, mentors may choose to meet with their classes anywhere that is convenient and agreeable to everyone in the group. Some mentors have met their students at dining halls, at the Atrium, at the Tally, or anywhere else on campus. Others prefer to meet in one of the Honors halls.

HOW MUCH FLEXIBILITY DO MENTORS HAVE IN DESIGNING SYLLABI?
The mentor guide contains a master syllabus and some sample syllabi used in the past. Although we expect some consistency, mentors should apply their own creativity to setting up activities and topics.

WHEN SHOULD MENTORS FIRST CONTACT THE STUDENTS IN THEIR CLASSES?
Most mentors send emails to their students before school begins. Some ask their students to join Facebook.com, so that they can learn the students’ names more easily. Once the semester has begun, some mentors like to send an email during the week between class meetings, suggesting campus activities or just touching base with the students, encouraging them to stay in touch with their mentors and ask any questions they may have.

HOW MANY ABSENCES ARE THE HONORS 100 STUDENTS ALLOWED?
Students may miss one meeting and continue in the class. Just as they would with an academic class, students should let their “leaders” know when they have had to be absent. Some mentors assign a make-up assignment for any class missed. The mentor’s weekly report to Dr. L should identify any students who have missed class.

If a student misses a second time, then the mentor must send this information to both Dean Ruebel and Dr. L. Dean Reubel will send the “EMAIL OF DOOM,” reminding the student that he or she will have Honors College privileges removed unless the student makes arrangements with the mentor to make up for absences.
WHAT ABOUT THE DAPR?
In the past, the Honors advisers visited each mentor’s class to talk to the freshmen about the DAPR and four-year plans. This year the advisers will most likely visit the Honors 300 classes to explain to the mentors how they can best help their freshmen to understand the DAPR and create a four-year plan. The mentors should designate one class meeting on the H100 syllabus for work on the four-year plans. Also, mentors need to make clear on their syllabi and in class that as a requirement for Honors 100, students MUST make individual appointments to see Sarah Haley or John Dobelbower before the course request period for Spring 2010 ends.

WHAT ABOUT THE FOUR-YEAR PLAN?
Besides attendance and making a appointment with an Honors adviser, the other requirement for credit in Honors 100 is the completion of a four-year plan. Mentors should require their students to turn these in to them at the final group meeting, if at all possible. The freshmen should NOT turn them in at the Honors College office; they must go to the mentor, who will pass them on to the Honors office as soon as possible after the end of the last class, along with the grades of their students, either Credit or Non-Credit.

WHAT ABOUT PROBLEM STUDENTS—OR STUDENTS WITH PROBLEMS?
If a student seems seriously upset, and especially if the student appears suicidal, mentors may want to accompany her or him to the Counseling Center and help arrange an emergency meeting with a counselor. Mentors should also let Dean Ruebel or Dr. L. know as soon as possible about students who may require professional help. Mentors are peers and friendly helpers, but not trained counselors, so they should not take it upon themselves to try to solve serious problems which their students may tell them about.
If a student is mildly disruptive in class or otherwise a problem for the mentor and other members of the class, describe the behavior in that week’s journal for your class. Part of each weekly meeting of Honors 300 will be a discussion of problem situations and students (if any). The first priority of Honors 300 is to allow mentors to share their experiences and make suggestions that may help each other. First-time mentors especially should not think that they have to “go it alone”—their peers, as well as the Deans of the Honors College and Dr. L., will be glad to help them.

Some of these questions may have already been answered elsewhere, but our belief is that repetition can be helpful!
I Have to Write?!?
A Quick Guide to Weekly Reflections

Of course you have to write! This is an Honors class after all! But don't worry, reflections are short and easy, no research required. Here are a few ideas to get you started.

Get into story telling mode: Give a brief description of your class, what you did, how it went, and if anything out of the ordinary happened. Some of the most memorable moments in mentoring happen when everything goes wrong, so feel free to talk about it. Getting lost in Upland, making smoothies, finding and naming a cricket...trust me, what happens to your class could also become a story worth telling again and again. Plus, Dr. Lindberg enjoys reading them!

But how long does it have to be? Not that long! Reflections are usually about a page, just quick details about what happened that week. They can be shorter if not much happened (I.E. a presentation by study abroad/career center) or longer if a lot happened and you feel the need to talk about it.

It's okay to ask questions. In your reflection, you can jot down any questions that you might have. Have a student who doesn't seem at all interested, mention it. Need some advice about finding a contact in the Art Museum, ask about it! Dr. Lindberg will give you feedback, and hopefully be able to help you with the problem very soon. Plus, other mentors may have the answer or the same questions, and you can discuss it with them in H300 that week.

Turn your reflections in on time! Reflections are due by e-mail Sunday at midnight so that Dr. L has time to prepare them for H300 classes later that week. Try to get them in on time as this simplifies life. It is an assignment for a class, and wouldn't you turn in papers in other classes in a timely manner?
Advice From Your Fellow Mentors

Everyone has something to offer in mentoring, everyone makes mistakes, and everyone learns from them. You're not a teacher, you're a peer, and you're learning as you go. Here are some things that other mentors have already learned, saving you the trouble!

- Find a happy medium somewhere between structured and flexible. You want the freshmen to direct some of the class, but you do need a day-to-day plan.
- Write your freshmen e-mails with silly jokes and campus activities. Better yet, send letters! They'll love the personal touch.
- Go into the class with a positive attitude! Approach the class in a fun way, being confident that the students will like you and the class. There is a better chance that they will when you start off like this.
- Make sure activities are different each week. Rather than always meeting in the same place, go someplace new. The students enjoy the variety of seeing different parts of campus or even Muncie.
- Just be yourself. Let your students know that you are a student just like them. Let them know that you care about them, and that you understand what they're going through because you're going through it too. Many mentors play “roses and thorns” in which each person shares the best and worst part of their week. Join in! You have good and bad days, too!
- If they have a question that you can't answer, just say that you don't know! They'll respect the honesty, especially if you make an effort to find the answer just for them. Your job isn't to have all the answers; it's to be willing to help find them, even if you can't.
- Don't worry about the “negative" things that could happen. Chances are, whatever it is that you're fearing could happen in your group probably won't. Just remain positive. They're Honors Freshmen. They should be a good, interesting, and unique group of people.
- Always have a back-up plan or two. Icebreakers, getting to know you games, or whatever else you have in your bag will work. Even having a grab bag of campus stories to tell is a great idea. Activities won't always last as long as you think, and sometimes things will just go wrong, so being able to talk about how much fun going to Carter's is until you can think of what to do next is a great idea.
- Be flexible in your lesson planning, allow them to vote on activities that interest them, but also understand that sometimes they don't know what's best for them. If they say they don't want to take field trips at all, still take them somewhere.
- Have fun with it!

**Thank you to all of the 08-09 mentors who contributed to this list! All of your ideas were greatly appreciated!**
Making the Master Plan

No one wants to read that boring, dry master syllabus. Here's your chance to make that syllabus you’ve always *wished* you were given. Be creative with the topics and have fun! Just keep you and your freshmen interested in what's going on!

Some tips for making a great syllabus:

- Remember that the master syllabus is just a planning tool; no need to get that technical on your syllabus! Keep it light and fun, and feel free to use that excellent clip art selection!
- Don’t forget to talk about the attendance policy. Make it very clear that class is REQUIRED.
- Make your syllabus as unique as your section of Honors 100. Let your personality shine through!
- Keep it simple. Make your syllabus easy to understand, that way you can get to the fun faster!

**Make sure you touch on all of the topics on the master syllabus, but don't spend a whole class talking about them unless the students are REALLY interested. Consolidate! Hey, it's your class; just make sure you talk about the DAPR and 4-year plan.

- Don’t forget about the outside activity requirement! Give them lots of ways to fulfill it. Just convince them to get involved with something.

-There are a couple syllabi included just so you get some ideas of what other mentors have set up.

Leave a day or two open so the freshmen can decide what kinds of things they want to do. If you involve them, you know they’ll be more interested in what’s going on!
**Freshman Seminar**

**Ball State University**

**Master Syllabus**

A "Master Syllabus" is a guide for all those who "teach" a part of a class with more than one section. For example, HONRS 201-202-203 has a Master Syllabus to give guidance to individual instructors. The idea is that students who take the class should have experiences that resemble each other's, should perhaps do closely similar work, and should cover some basic, common material. This is not an actual syllabus, nor is it legislation for what to talk about or when; it is a guide to the class for you as you make up your own syllabus.

The Honors College has established a formal, credit-bearing, Peer Mentoring program. The program consists of two courses, one for freshmen who are mentored by upper classmen, and one for upper classmen who are mentored by a faculty member. Mentors register for HONRS 300, but are "instructor" for a section of HONRS 100, and thus attend both.

HONRS 100. *Freshman Seminar.* (1) Orientation into Honors College through discussion of basic, value-oriented texts. Explanation of policies and procedures and their effects on Honors College students; introduction to university resources; discussion of educational goals, including requirements for specific majors. Required of all incoming Honors freshmen. Credit/no-credit. Meets the first nine weeks of Fall Semester.

Honors 300. *Leadership Seminar.* (0-1) Upper division Leaders devise activities and discussion topics under the mentorship of an Honors faculty member. Development of communication and leadership skills; discussion of basic texts or documents. For Leaders of Freshman Honors Seminars, under faculty supervision. Credit/No-credit. Meets the first nine weeks of Fall Semester.

Courses are not graded, but failure to receive credit entails suspension of Honors College membership and consequent loss of priority registration and library privileges, as well as the opportunity to enroll automatically in Honors courses.

The program has several goals:

i. To foster the sense of community among Honors students in a quasi-academic setting;

ii. To establish a sense of Honors College identity in academic values and demeanor, and in social interaction;

iii. To orient Honors freshmen to Ball State and the city of Muncie;

iv. To provide a focus of interaction for new freshmen in the first two months of residency;

v. To establish bonds within a small group and between that group and one or two upper-class Honors students;

vi. To develop leadership and communication skills in the upper-classmen;

vii. To reinforce the sense of community among the upper-classmen;

viii. To engage familiar, value-oriented material as a focus for interaction;

ix. To encourage freshmen to begin degree planning (major requirements, study abroad, UCC) as early as possible.

There are nine class sessions for each of HONRS 100 and HONRS 300, 2 or more "outside" activities, some of which are required and some of which are optional. Total time commitment for mentors should not exceed 5 hours per week; for the freshmen, two or three hours per week, including class time.
As a Peer Mentor, you may arrange your individual class sessions and activities according to your own interests and abilities. You will have 9 class sessions.

You should draw up a one- (or two-) page syllabus for distribution to your class on the first day, with topics and activities specified as precisely as possible. Be sure to give a copy of the syllabus to Dr. Lindberg. A sample syllabus will be provided, but remember – it is a sample, not a template! Examples of other mentors’ syllabi are included in your notebook.

The syllabus should include the name and number of the class (HONRS 100 with section # and CRN); your name, your phone number, and your e-mail address; Dr. Lindberg’s name, office address, phone #, and email address (lklindberg@bsu.edu); a list of dates with the actual days and hours spelled out (e.g. “August 26,” not “August 25-29” or “week 1”); and the attendance policy clearly noted. The attendance procedure is: if a freshman misses a class, you will inform Dr. Lindberg and / or Dr. Ruebel and send an email to the freshman, warning that an additional unexcused absence will result in a “No Credit” grade. (You may also do this in person, but the email provides documentation.) If any freshman seems to bail out, we do want to know about it – there is probably something more important going on than just not wanting to come to your class.

You should arrange outside-class activities, of which you may require a number to be decided.

Class discussions should include (most of these do not require a whole class session):

1. Academic integrity. You can bring this up any way you like, but you don’t let them tell you they don’t need it. There were six documented cases of plagiarism in Honors classes last year. How many undocumented cases do you think there were?
2. Classroom “demeanor” and “navigating the academy” -- fairly early.
3. What it means to be in the Honors College – as you go.
4. Honors College activities: Student Honors Council, service opportunities, MEHA, NCHC, hall councils: these can be brought up at different times.
   a. Hall governance: what does a Hall Director do? What does an RA do?
   b. “Honors Connections” -- The social and the academic
5. Study Abroad: opportunities, pros and cons
6. The “freshman book” (some discussion of the book)
   a. This would be a good place for an “outside activity”
7. Planning a major – 4 year map – 5th or 6th week (start talking about it right after the DAPR session)
   a. Each student should map out a major, turn in the “plan” on the final day. There is no grade for this: eventually, an Honors Advisor will look at it, perhaps use it for discussion with the student.

Activities (to be determined by the mentor, but the following are required):
DAPR instruction (Honors College advisers)
Library self-guided tour or some other activity that requires knowing how to use the library
**Freshmen Likes and Dislikes**

The Freshmen get their turn to talk...

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**Freshmen Like:**

- Meeting people and social activities
- Having a support structure
- A class that’s laid-back and has no homework
- Having a knowledgeable mentor who is available and seems to really care about students
- Class discussion that they actually care about
- Going places other than Dehority
- Having outdoor class
- Playing games
- DAPR session
- Learning about campus events
- Learning “insider secrets” about the university services and the Honors College
- Commuters were able to meet people
- Mentors who e-mail every week
- Snacks

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**Freshmen Dislike:**

- Repetition of orientation
- Running out of things to talk about during class
- The class lacks intellectuality
- Rules too strict for outside activities
- Having a glorified “social hour”
- Plagiarism talk
- Doing out of class activities
- Mentors who are disorganized, give wrong information, or seem unsure of topics
- Mentors who cannot relate to the freshmen

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Keeping these things in mind, think about how to structure your class. Research on undergraduate life shows that creating a social support system amongst peers is very important, and that’s why the peer mentoring program emphasizes making connections. As well, learning about university legacy and culture is an important part of feeling as though you fit in. And while some students may not enjoy the required activities of the course (i.e. going to the library, making a four-year plan) these are important activities that they will need to understand in order to get through their time at Ball State, so feel free to present them as such. And of course, keep in mind the fact that you are the mentor. Show that you care and that you have time for them and their needs. And as Dr. L will no doubt remind you throughout the semester, you do NOT have to make them food. But it never hurts. (Nothing says lovin’ like something from the oven?)
HONORS 100 SECTION 100

Your Mentor: Kara Konicki
kckonicki@bsu.edu
(708) 925-5149
Schmidt/ Wilson 706

Dr. Laurie Lindberg, Peer Mentor Coordinator
CA 141B, 5-5074
lkindberg@bsu.edu

THE CLASS YOU GET TO TAKE

Honors 100 is designed to give you the inside scoop on all things Ball State. You'll learn where to go, ways to have fun, how to get ahead, and meet other cool party people!!!!

...AND YOU GET CREDIT FOR IT

As if deal wasn't good enough, you get credit for this class, too! Honors 100 is worth 1 credit hour, and is graded credit/no-credit. To receive credit, you must:

1) SHOW UP!!!! More than one absence = no credit!!!
2) Attend at least 2 activities outside of class
3) Complete a 4 year plan! (No worries, we will discuss it)
4) Meet with Honors advisor before? (will fill in date later)

GOING OUTSIDE THE BOX

Outside activities can include attending a play, sporting event, concert, speaker, Late Nite, navigating the bus to Walmart, visiting the Career Center, Learning Center, etc., or getting involved in a campus organization. These can be on campus or around Muncie. Just write it in a paragraph about your amazing adventure, also try to include a program/pamphlet, or if you want to be creative you can draw a picture of yourself at the event/activity!!!!

SEEING THE FUTURE

We'll be looking into the future as you plan out the classes you need to take throughout your college career. You'll want to consult your handy dandy Undergraduate Catalogue and handout of the Honors College core requirements.
Detailed instructions and examples will be provided in class. This is due by October 14.

A HELPING HAND

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or need special arrangements in case the building must be evacuated, please notify me as soon as possible (see top of the page for contact information). If you need to request an accommodation, you should also visit the Disabled Student Development Office, Student Center 307, 285-5293

SCHEDULE

August 26  Welcome!!!!
September 1 (Monday)  Labor Day! No classes! No matter how much you want to go to them!
September 2  Library Day??/ You Pick?
September 9  Barbra Stedman??
September 16  Book Discussion/ 2 outside activities due!!!
Field Notes from a Catastrophe author Elizabeth Kolbert will be in Emens Auditorium at 7:30PM
September 23  Career Center Day!!!!
September 27  Homecoming Football Game
September 30  Look Dapper! We are discussing the DAPR/4 year plan
October 7  Adventure Day??
October 14  Evaluations/ 4 year plans are due!!!
October 17 (Friday)  Fall Break Wahoo! One Day off! Try to make the most of it!!
October 21  Peace Out! Last Day- You Pick!!!!
October 23 (Thursday)  FIESTA!!!!!!! Pizza Fest at Botswin Lounge
for all Mentors and H-100 students. Bring Your Own Beverage, but Dean Ruebel will buy lots of pizza for us from Greeks! (Thanks Dean)
HONORS 100 SECTION 52

Thursdays 3:30 Swinford Music Room

Alex Kartman
Your Peer Mentor
ajkartman@bsu.edu
260-515-0697 (feel free to call)

Dr. Laurie Lindberg
Peer Mentor Advisor
CA 141B, Ph# 5-5074
lklinberg@bsu.edu

What's this Honors 100 anyway?
Honors 100 is not designed to wrack any brains or be impossible to pass. It's a chance for Honors freshmen students to get the inside scoop about Ball State. We cover anything from where to go around campus, to how to get scholarships, to what Muncie has to offer. It also allows you to meet some cool people from your own dorms.

The Only 5 Things You Have To Do
1) Show up to class!!! Attendance in Honors 100 is required to receive credit. Only one absence is allowed; any beyond that can result in failing Honors 100.
   [This is a credit/no credit course, so if you do not pass, your GPA is unaffected, but the Dean of the Honors College will remove your Honors flag in October. Then you will miss at least one semester of priority registration, library privileges, and automatic permission to enroll in Honors courses]
2) Attend 2 outside activities. These can include student organizations, sports, etc.
3) Meet with your Honors advisor before Oct. 17
4) Learn how to decipher your DAPR. (We will discuss this)
5) Submit a 4-year plan. This is the main requirement of this course. (Don’t Panic)

Schedule (tentative)
August
28 Intro To Honors 100
September
4 Book Discussion, Intro to Four Year Plan
11 Scholarships and Awards
18 The Career Center and You
25 The Building Known as Bracken
October
2 Four Year Plan and DAPR discussions
9 By Choice (4-year plan workday?/ Student Choice)
16 FIELD TRIP (Student vote) Last Regular Class
23 Last Day: Four Year Plans Due and evaluation Day

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me ASAP. You can contact me in person or through the contact information provided on the top of the sheet. If you need to request accommodation, you should also visit the Disabled Student Development Office, Student Center 307, 765-285-5293
Class dates: Honors 100 meets once a week for the first nine weeks of the semester. Our class will meet on August 26, September 9, 16, 23, 30, October 7, 14, 21, 28.

Other dates to remember:
Freshman reader author at Emens Auditorium September 16th 7:30
Honors 100 pizza party Thurs, Oct 23rd
Four Year Plan due NO LATER THAN October 21st.

Attendance Policy: Attendance for this class is required, including participation in at least two outside activities arranged for the program. Each absence will be reported to Dr. Lindberg. After the first absence, you will receive a "no-credit" grade for the class. This is a big deal, you'll lose your honors flag (priority registration, library privileges, automatic permission for Honors classes).

Academic Integrity: No cheatin' stealin' or lyin' will be tolerated at Ball State University. There were six documented cases of plagiarism in Honors classes last year. How many undocumented cases do you think there were? Plagiarism includes the use of words, ideas, or data from another source without proper documentation or citations.

Class Schedule:

August 26 Welcome! Get to know each other. First-week questions. Get to Know Muncie.

September 9 Art Museum (Decide on class for Oct 13)

September 16 How to Use the Library (meet at the Naked Lady)

September 23 DAPRS, overview of 4-Year Plan; Barb Steadman and Scholarships

September 30 Discussion of Fieldnotes on a Catastrophe at Christy Woods

October 7 Counseling Center and Stress Management

October 14 TBA (Class votes on options)

October 21 Work on 4-Year Plans in class

October 28 Wrap up, 4-Year Plans due, course evaluations

Outside activities: You are required to attend two of these. We'll discuss options in class. Ideas include the discussion lead by the author of the freshman reader on September 16th, campus theater productions, Late Nite (only once each can count), sporting events, gallery events, etc.

NOTE: If you need course adaptations and accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. The information you need to contact me is given at the top of the first page of this syllabus. If you need to request an accommodation, you should also visit the Disabled Student Development Office, Student Center 307 (285-5293)
Class Discussion

Sometimes things don't go as planned, and that's okay. Maybe an activity didn't go over very well, or maybe things just went faster than planned. Be flexible, and think fast. Don't get "stage fright" and feel like you're totally responsible for all the talking. Just get things flowing, with a "grab bag" of things to talk about. Here are some ideas:

Required:
Academic Integrity
Classroom demeanor
Navigating Honors/BSU
Honors College activities

Possible:
Sex, drugs, 'n' Rock 'n Roll—Responsible behavior and safety
Managing your money
Avoiding the Freshman 15
Current Events (This might sound lame, but you'd be surprised at how well this has served in past)
Extracurricular Activities, e.g. clubs, volunteering, etc.
Stress!/Study habits
Transferring credits
Buildings/abbreviations
Electives
Ask what they WANT to know

Teachers actually take full courses on how to lead classroom discussion. (It's true, ask your education major friends!) It's a good thing you're not really a teacher, then, huh? Think of it more as informal conversation, and you're the moderator. Make sure people are engaged, and just keep the conversation going. Just like if you were hanging out. If you have a REALLY quiet class that never answers anything that you ask, don't be scared to wait them out. (Patiently count up to thirty seconds.) We naturally hate awkward silences. Someone will volunteer information. Just don't get nervous before the freshmen do!
In-Class Activities

These activities take place during the class time, though they may take place all over campus, and beyond. (Though remember, if you want to leave the classroom, remind your students at least twice. They will forget.)

This section should also give you things like contact information and extra ideas to put forth to your students. Ask them what they want to do. But keep in mind what this is all about. According to one mentor, "We gave them a day that they could decide to do whatever they wanted to do, and they asked if they could just have the hour to do homework!" The mentors suggested a relaxing "Stress Relief" day of board games instead, since the students obviously needed to take a break! Remember to keep the class fun, and focus on making connections between the students.

Possible Activities:

Field Trips
- These don't have to go very far. Sometimes it's fun to just leave Dehority. You could go to the Atrium to have lunch together, have class out in the V in nice weather, or feed ducks over at the duck pond. You can also go farther afield and take in a bit of culture at the art museum, or have a cup of coffee down at the MT cup. It's up to you!

Library
- You have to take your class to the library to explore a little bit, because they won't go with their English classes. Many mentors take their students on scavenger hunts or a self-guided tour. However, you can also make an appointment to have the library shown to you, which is a great idea. Trust me, you can learn a lot about the library that way, and you'll get more important information. And hey, maybe it'll help you with your OWN projects. (Nobody said this peer mentoring stuff had to be totally selfless.)

To schedule an Instruction Session, call University Libraries Instructional Services (285-8017) at least 2 weeks in advance. Brenda Habich is our "special" librarian, so she can help you plan out the session. She offers a tour that has proven very popular with freshmen and mentors, and she loves to do it! Tell ther the following info: How many students will be there, if there's anyone with special needs, and that you would like a basic overview of library resources. Remember, these are done on a first-come, first-served basis, so make your appointment early, and maybe even team up with another mentor!

Career Center
- The Career Center can be a really handy place for students to visit early so that they know all that they can do there. If you'd like to make an appointment, go to the website at
www-bsu-educareers-students-rsoprf in order to fill out a "Student Organization Presentation Request Form" and someone will get back to you about the presentation ASAP.

The Career Center is really eager to talk to your class, but there's a lot of information that they can give you. Ask your class what they want to know about the career center and ask for that specific information to be presented to you. You don't want your students to leave wanting more!

Study Abroad Presentation
-This usually goes over fairly well with freshmen, especially since lots of students want to study abroad. Many mentors find that talking with the Study Abroad office excites even those students who thought they could not or did not want to study abroad. You can go to the website at www-bsu-educ-studyabroad if you would prefer to just gather information and give a presentation on your own, or you can call 285-5422 and schedule an appointment. Jim Coffin, the Director of International Programs, has said that he is excited about the chance to talk with your freshmen.

Scholarship and Fellowship Information
-Dr. Stedman wants to meet with every Honors freshman, and this is the best way for her to do so. Students get a chance to learn about great scholarships and fellowships that they need to start preparing for now in order to win. There are lots of options for all students and you need to do this particular activity with your class. Dr. Stedman can adjust the presentation to your schedule as well, whether you want it to take 20 minutes or the whole hour. To set up an appointment, just e-mail her at bstedman-bsu-educ.

Other activities
-As usual, use your imagination! Think of things you love doing at Ball State and in Muncie. Go to the village, get a (delicious) donut from Concannon's, go to Minnetrista, or just have a picnic in the middle of the Quad or in Christy Woods. Take a good look at the stars in the Planetarium. If there's something that you really enjoy doing, chances are your class will enjoy doing it too!
Peer Mentors FAQ for coming to the Ball State University Museum of Art

Why visit the Ball State University Museum of Art?
There are two main reasons relevant to Honors 100. Honors classes, as well as other departments (architecture, theatre, English, etc.), often use the museum for assignments or tours, so if you provide your students with an introductory visit that in a more intimate sized group, they can be more comfortable and focused when they come to visit the museum with another class. The second reason is that surveys have shown that most students' first visit to the museum was because of a class that is focused on a particular aspect of the Museum, and bringing them as H100 freshmen will give them an earlier and more general look at what the museum offers to students: social events, fun exhibitions, research tools, and the variety of our collection.

What do I need to do to visit?
To schedule a tour, visit the BSUMA website, at www.bsu.edu/artmuseum/groupvisits, and submit an online tour request. The tour request will ask you for several dates, and you should submit your request three weeks before your earliest suggested date. Group visits are available Monday through Friday between 9 a.m. and 4:30 p.m. Feel free to schedule for your fall class during the summer.

Do I have to do a tour?
You can choose several options for a museum visit. You can choose a self-guided tour where you lead your group yourself, or collection viewing, where you can specifically request certain works to be pulled out from storage and viewed in the Brown Study Room, or you can request a docent to lead your group on a tour.

What should I expect on a tour?
If you have requested a docent lead your Honors 100 tour, a trained staff or volunteer member from the community or university will greet your group and follow a tour format customized for Honors 100, unless requested otherwise. Museum guards will be following your tour and observing that museum procedures are respected.

**What if I can’t request a tour with three weeks’ notice?**
Submit your group visit form online at www.bsu.edu/artmuseum/groupvisits and call (765) 285-3372 to discuss options. Also, if a staff member does not contact you to follow-up within one week, please contact us at this number immediately. The Ball State University Museum of Art will do its best to accommodate you with the resources available.

**How should I prepare students before the visit?**
You can explain the museum policy of leaving coats and bags in the coat rack where a guard supervises at the front desk and explain that food and drink are not allowed in the galleries, nor are pens. Pencils are permitted and are available for borrowing, as well as clipboards and stools. We have elevator access as well as two entrances: the front stairs and the back door connected to the hallway across from the auditorium. We ask that visitors are mindful of the museum space: not leaning or resting on podiums and not touching the art. In addition, online resources at ____ are available for you to introduce to students.

**How should I follow-up about the visit with my students?**
The museum will follow up by sending you a survey about your experience. You can remind students of our website of resources and images on DIDO and the A.R.T. database, or our website’s “Search the Collection” function, as well as remind them of our Art Card programs, which gives dates of our exhibitions and events. Frequent attendance allows for stamps to receive various prizes.

**If we have questions about the museum or the collection, who should we ask?**
E-mail questions about the collection to a museum staff member, whose e-mails are located on the website. You can also ask the docent who provided the tour or the guards at the museum for any visitor assistance you may need.

**What if we want to do something informal and swing by independently?**
Individuals may visit any time during normal operating hours. For group visits, please submit a group visit form so we can assure space is available for your visit. If you decide to come on that day, please fill out a tour request form at the Front Desk. Occasionally there are many large groups visiting at the same time, which we need to coordinate.

**What do Honors students say about BSUMA?**
Honor students find a visit to the museum beneficial, whether it is becoming acquainted with the museum and the Quad, or finding out opportunities the museum offers such as volunteering in a variety of positions, taking the docent training as a colloquium, and participating in an Honor Undergraduate Fellowship.
**Outside Activities**

Every Honors 100 student is required to do two activities outside of class before the last class meeting. The idea is to make sure that they're leaving their rooms and getting involved with other people. They are lots of things to do (as you probably know 😊) and they should report back to you in some way about what they did. They could write a short paragraph, draw a picture of the event, tell the rest of the class what they did, or for the less faint of heart, do an interpretive dance or write an emotional song. You probably won't get many of those last two.

Some tips for giving them things to do:

- Distribute a list of possible activities during the first class
- Don’t opt out of the many e-mails that the new Ball State Communication Center will be sending you! And don't let your freshmen do it either! If you're getting e-mails about campus activities, you can suggest more things.
- Get a group activity together. Go see a Ball State football game together, go to the planetarium, you can even get your own Mud Volleyball team together. (That's a pretty popular option. And then you can beat other Honors 100 classes, in a huge, muddy Honors 100 battle for supremacy.)
- Host your own activity for more Honors 100 bonding time. Some past activities have been Pasta or Pancake Parties, Game Nights, or watching movies together. You may have to arrange a carpool if you live off-campus, so make sure to discuss that kind of thing. If you know another mentor, you can even get other classes involved.

Handouts are included in this guide, feel free to make your own or just copy and hand out these!
Honors 100 ♦ Minnetrista Scavenger Hunt

Names: ________________________________

____________________________________

FIND THE FOLLOWING:

_________________________ 1. name of the sculpture in front of the center
_________________________ 2. something sold in the orchard shop (w/ its price)
_________________________ 3. price of a student tour
_________________________ 4. 2 points of attraction

_________________________ 5. name of the river bordering Minnetrista
_________________________ 6. names of 2 streets bordering Minnetrista

_________________________ 7. names and locations of 2 houses on the campus

_________________________ 8. number of columns at the entrance
_________________________ 9. 2 exhibits on display

_________________________ 10. name of the structure in the Rose Garden

_________________________ EXTRA CREDIT: WHERE IS THE CARDINAL GREENWAY??
Library Assignment

1. Where would you find a copy of the most recent MLA handbook?

2. Say you need a middle school language arts textbook for an EDSEC assignment. Where would you find it?

3. Where would you go if you wanted information on how to research poetry criticism?

4. Where can you check out books?

5. Your professor wants you to find an article on how Learning Disabilities can be dealt with in the classroom. What do you do??

6. Where could you find Contemporary Political Speaking by Patrick Delvin?

7. You need a map of Indonesia. Where would you go to quickly and easily find one?

8. Name another library on campus.
Outside Activities

You only have to do TWO…but feel free to do as many as you want!!

The Theater
All you have to do is see a show… I will let you know what's coming up, when, and where to get tickets.

Ball State Athletics
Support your fellow cards! Any sport, any time… show your pride!

Get down and dirty for the honors college campus wide event… limited teams allowed in the tourney so hurry up!! These spots fill up fast!

Mud Volleyball

"Or anything else you can think of!!"

Art Museum
So easy... it's right on campus!!
And not to mention, very interesting.
Late Nite

Visit Carter the hot dog man in the village
Play four square behind the library or under the Bell Tower
Take a nap in the library (or anywhere on campus)

See a theatrical performance on campus

Get coffee at the Blue Bottle
Get coffee at the MT Cup
Go to Ivanhoe’s
Go to IHOP at 3 in the morning...or two in the afternoon

Participate in a dorm event

Mud Volleyball

Intramural Team
Play on the playground at Burris

Go to a campus club meeting

Feed the ducks at the duck pond
Play capture the flag at the University Green (grass between the Architecture building and library)
Ride the MITS bus
Play volleyball outside

Play Ultimate Frisbee on Lafollette field

Have lunch with President Gora

The list goes on and on!
Discussing the Book

You've probably been discussing things you've read forever, but from the other side of the table. Don't worry! You've got the experience and you can definitely do this! Take a deep breath and get ready to discuss!

Freshmen are at opposite ends of the spectrum when it comes to book discussion. Some might love it, some might hate it, but you have to discuss it no matter what. This section should help prepare you for discussing the freshman reader of this year, but here's a quick checklist of things to remember:

- READ THE BOOK! You'd think this would be a given, but you can't just read the book, you have to read it like a teacher. Get excited about reading, find favorite passages that you would want to discuss. Find things that are meaningful, interesting, confusing, etc.
- GET PSYCHED! Just like everything else, approach discussing the freshman reader with enthusiasm and animation. Remember, if you're eager to discuss it, they will be too.
- LISTEN. You might be surprised about how much they already know about the topic. In Fall 2008, while discussing Field Notes from a Catastrophe, a mentor who didn't know anything about being green was surprised when her class had worked on organic farms and started city-wide recycling programs. You are allowed to sit back and learn from the freshmen, too!
- TALK ABOUT READING. Can't get a discussion started about the reader? Talk about why Ball State has a freshman reader and why it's important. Ask whether they think Honors students should read a different book from the rest of the freshmen class. These opinions are a great way to get things jumpstarted.
- IT'S OKAY TO STOP. You must discuss the book as a class, but don't feel like it has to go on forever. If you've got a great conversation going, and everyone seems interested, keep going! They're making connections, which is important. Are you doing all the talking and can't get any help? Go to your back up plan. Maybe your class just doesn't have anything to share, and that's okay, too.

Now that you have some ideas, get that book read, and start talking!
Thoughts to ponder....
(Over the freshman book)

--The general concept of a common reader:
Why does Ball State want all freshmen to read and discuss the same book?
Do you believe that this activity helps foster a sense of community across campus?
What kind of lasting effect does reading a common book have on each year's class?
What are some positive and/or negative issues surrounding this practice?
(Here or anywhere?)

--This year's particular book:
Why was this book chosen?
Did it "work"? Was it a worthwhile read? Why/why not?
What were the main issues addressed?
What kind of universal qualities does the book have?
Did you like it? Why/why not?

--Any suggestions or opinions about the freshman reading program:
Do you like the idea of a common reader?
What would you change about the program? Is it beneficial?
What makes this program worth keeping?
What kind of book would you choose? Why would it "work"?

--How this activity fits in with the Honors College and curriculum, and/or how it benefits incoming Honors students:
Why should Honors students have to read this book? Should they read something different/separate? Or should they have to read it at all?
If all students (with an average high school GPA of 2.75) are asked to read this book, is it unreasonable to expect Honors students to do so?
What more can the Honors College do with the freshman reading program?
Will this year's book add to your Honors experience (i.e. in acquiring a "liberal" education)?

Think about these questions (and MORE!) - find out what your students like or don't like, etc. Use those opinions to start a good conversation!
A LONG WAY GONE
Memoirs of a Boy Soldier

by Ishmael Beah

"Told in clear, accessible language by a young writer with a gifted literary voice, this memoir seems destined to become a classic firsthand account of war and the ongoing plight of child soldiers in conflicts worldwide."
—Publishers Weekly (starred review)

ABOUT THIS GUIDE

The questions and discussion topics that follow are designed to enhance your reading of Ishmael Beah's A Long Way Gone. We hope they will enrich your experience as you explore his inspiring, infinitely valuable story.

INTRODUCTION

An estimated 300,000 child soldiers now fight in the more than fifty violent conflicts raging around the globe. Far removed from the world of pundits and journalists, policymakers and diplomats, a thirteen-year-old boy named Ishmael Beah became one of these young warriors in Sierra Leone. Now in his mid-twenties, he courageously tells of the horrible road that led him to wield an AK-47 and, fueled by trauma and drugs, commit terrible acts. A Long Way Gone brings a rare voice of frontline realism to a widely publicized (and widely misunderstood) human-rights crisis.
In poignantly clear and dauntless storytelling, Ishmael describes how he fled brutal rebel soldiers, traveling miles from home on foot and gradually being reduced to a life of raw survival instincts. Yet, unlike so many of his peers, Ishmael lived to reclaim his true self, emerging from Sierra Leone as the gentle, hopeful young man he was at heart. His memoir is at once crucial testimony for understanding the tragedy of contemporary war zones, and a testament to the power of peacemakers.

**QUESTIONS FOR DISCUSSION**

<table>
<thead>
<tr>
<th>1. How familiar were you with the civil wars of Sierra Leone prior to reading <em>A Long Way Gone</em>? How has Ishmael’s story changed your perception of this history, and of current wars in general?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Chapter seven begins with the story of the imam’s death, followed by Ishmael’s recollections of his father and an elder blessing their home when they first moved to Mogbwemo. How do the concepts of faith and hope shift throughout this memoir? What sustains Ishmael emotionally and spiritually?</td>
</tr>
<tr>
<td>3. Chapter eight closes with the image of villagers running fearfully from Ishmael and his friends, believing that the seven boys are rebels. How do they overcome these negative assumptions in communities that have begun to associate the boys’ appearance with evil? What lessons could world leaders learn from them about overcoming distrust, and the importance of judging others individually rather than as stereotypes?</td>
</tr>
<tr>
<td>4. What did Ishmael’s parents teach him about being a man? How did he define manhood once he began his long walk west? What general life lessons were his parents able to teach him that sustained him during his brutal passage from boyhood, and that he carries with him to this day?</td>
</tr>
<tr>
<td>5. Discuss the role of American hip-hop culture in creating a “soundtrack” for Ishmael’s life. Why are rappers so appealing to him?</td>
</tr>
<tr>
<td>6. The boys’ discovery of the Atlantic Ocean and their encounter with a cheerful fisherman who heals and feeds them is followed by the tragedy of Saidu’s death after a bird falls ominously from the sky. Discuss Ishmael’s relationship with the natural world. In what way is he guided by the constancy of the earth and sky?</td>
</tr>
<tr>
<td>7. When Ishmael arrives at the fortified village of Yele in chapter twelve, what do you discover about the way he began his military career? Was his service, and that of his equally young friends, necessary? What made his conscription different from that of drafted American soldiers serving in previous wars?</td>
</tr>
<tr>
<td>8. Ishmael tells us that some of the boys who had been rehabilitated with him later became soldiers again. What factors ensured that he could remain a civilian?</td>
</tr>
<tr>
<td>9. Storytelling is a powerful force in Ishmael’s life, even providing a connection to his future mother, Laura Simms. What traits make Ishmael a memorable and unique storyteller? How does his perspective compare to the perspectives of filmmakers, reporters, or other authors who have recently tried to portray Africa’s civil wars?</td>
</tr>
</tbody>
</table>
10. Ishmael describes his use of Krio and many tribal languages to communicate, as well as his ability to quote Shakespeare's Elizabethan English. What communities and empires are represented in his many speech styles? In which "villages," from the relatively new UN to the centuries-old Mende and Temne settlements, does the greatest wisdom lie?

11. How does Ishmael's concept of family change throughout the memoir, from his early life in Mattru Jong, to the uncle with whom he is reunited, to his American family with Laura?

12. It takes many weeks before Ishmael feels comfortable with the relief workers' refrain that these events are not his fault. What destructive beliefs had he become addicted to? What states of deprivation and euphoria had his body become addicted to?

13. What universal truths does Ishmael teach us about surviving loss and hunger, and overcoming isolation?

14. Ishmael's dramatic escape during the later waves of revolution concludes with the riddle of the monkey. Is his dream of obliterating the monkey—and its violent endgames—closer to being fulfilled in these early years of the twenty-first century? What would it take for all of humanity to adopt Ishmael's rejection of vengeance?

15. Ishmael gives credit to relief workers such as Esther, in conjunction with organizations such as UNICEF, for rescuing him. He has dedicated his life to their cause, studying political science and speaking before a broad variety of groups, ranging from the Council on Foreign Relations to the Center for Emerging Threats and Opportunities at the Marine Corps Warfighting Laboratory. What steps has he inspired you to take to help end the use of child soldiers? How can each of us join Ishmael's cause?

16. After reading the chronology of Sierra Leone's history, what reasons can you propose for the coups in Ishmael's homeland? Did the arrival of Portuguese slave traders, or the later colonization by the British, contribute to Sierra Leone's twentieth-century woes? What did you discover about the motivations of the army soldiers versus those of the rebels? In your opinion, what made the leaders of the RUF so ruthless for so long?

"A Long Way Gone is one of the most important war stories of our generation. The arming of children is among the greatest evils of the modern world, and yet we know so little about it because the children themselves are swallowed up by the very wars they are forced to wage. Ishmael Beah has not only emerged intact from this chaos, he has become one of its most eloquent chroniclers. We ignore his message at our peril." —Sebastian Junger, author of A Death in Belmont and The Perfect Storm

"This is a beautifully written book. Ishmael Beah describes the unthinkable in calm, unforgettable language; his memoir is an important testament to the children elsewhere who continue to be conscripted into armies and militias." —Steve Coll, author of Ghost Wars: The Secret History of the CIA, Afghanistan, and Bin Laden, from the Soviet Invasion to September 10, 2001
"A Long Way Gone is a wrenching, beautiful, and mesmerizing tale. Beah's amazing saga provides a haunting lesson about how gentle folks can be capable of great brutalities as well as goodness and courage. It will leave you breathless."
—Walter Isaacson, author of *Benjamin Franklin: An American Life*

**ABOUT THE AUTHOR**

Ishmael Beah came to the United States when he was seventeen. A 2004 graduate of Oberlin College, he is now a member of Human Rights Watch Children's Division Advisory Committee and has spoken before the United Nations on several occasions. He lives in New York City.
February 25, 2007

Babes in Arms

By WILLIAM BOYD

What is it about African wars that is so disturbing? Why do they unsettle us so? We in the civilized West know all about bestial and mindless cruelty, as the events of 1939-45 graphically prove. And yet as we read about Darfur and Mogadishu today and recall Rwanda and Sierra Leone not long ago, or Biafra and Congo further back, we realize that these vicious, bitter African conflicts have left their trace on contemporary history, and on contemporary consciousness, in ways somehow different from the usual squalid reckoning that modern warfare encourages.

The great benefit of Ishmael Beah's memoir, "A Long Way Gone," is that it may help us arrive at an understanding of this situation. Beah's autobiography is almost unique, as far as I can determine — perhaps the first time that a child soldier has been able to give literary voice to one of the most distressing phenomena of the late 20th century: the rise of the pubescent (or even prepubescent) warrior-killer.

Beah was 12 years old when the civil war in Sierra Leone entered his life, in 1993. Sierra Leone, a former British colony in West Africa, sandwiched between Guinea and Liberia, suffered the usual post-independence rites of passage of corruption, unrest, military coups and gerrymandered elections. In the '90s, civil strife in Liberia prompted the rise of the R.U.F. (the Revolutionary United Front), a ragtag liberation army headed by a former corporal, Foday Sankoh, who took over the diamond mines in eastern Sierra Leone and whose brutal militia (with a horrible penchant for amputating hands) moved on toward the country's capital, Freetown. There is a historical chronology at the back of the book, but you will gain little idea of the internecine political struggle from Beah's account.

In a sense, however, this is beside the point. A 12-year-old is conscious only of immediate circumstances, and in Beah's case the arrival of the rebels in his small town meant sudden separation from his parents and months of indeterminate flight from danger with a handful of other boys. These terrified youngsters wandered aimlessly along jungle tracks, starving and desperate, harassed and suspected as they scrounged for food and tried to make sense of what was going on. Finally they reached the Atlantic Ocean, but, again, fearful villagers sent them packing, and they were eventually recruited into the Sierra Leone Army as boy soldiers.

Given rudimentary training, an AK-47 and as many drugs as he could consume (amphetamines, marijuana and a toxic mix of cocaine and gunpowder called "brown brown"), Beah seems then to have gone on a two-year mind-bending killing spree, until he was rescued by some Unicef fieldworkers and sent to a
rehabilitation center in Freetown. There, with counseling, care and attention, and the psychological
ministrations of a kindly nurse named Esther, Beah’s slow return to normality began, further augmented
when he was sent to the United Nations with the task of explaining the lot of the child soldier to a baffled
and concerned international community. He came to live in the United States, graduating from high school
and Oberlin College. “A Long Way Gone” is his first, remarkable book.

It is interesting to try to comprehend what act of remembering is going on here. Who of us in our 20s could
accurately summon up our day-by-day lives as preteens? As you read “A Long Way Gone,” the details allow
you to distinguish precise recall from autobiographical blur. Beah can remember the logo on the sneakers
he is issued by the army. When he is captured by hostile villagers, he is released because he has a few rap
cassettes on him (LL Cool J, Naughty by Nature, among others) and can mime the songs and dance to them.
All this has the idiosyncratic ring of precisely remembered truth. But with lines like these, the effect is quite
different: “We walked around the village and killed everyone who came out of the houses and huts.” Or:
“After every gunfight we would enter the rebel camp, killing those we had wounded.” The horror is duly
registered, but its vagueness and generality don’t add up to moments of lived personal history. Indeed,
Beah’s time in the army, and the accounts of the patrols and firefights he was caught up in, represent only a
small portion of this book. And who can blame him? The blood-lust of a drug-crazed adolescent on the
rampage with an assault rifle would challenge the descriptive powers of James Joyce. Beah confesses to
slitting the throat of a trussed prisoner, and writes lines like: “I angrily pointed my gun into the swamp and
killed more people. I shot everything that moved.” If these and similar passages are to be given credence,
his personal body count must total many dozens. Such knowledge is shocking, but it’s the reader’s
imagination that delivers the cold sanguinary shudder, not the author’s boilerplate prose.
It is a vision of hell that Beah gives us, one worthy of Hieronymus Bosch, but as though depicted in primary colors by a
naive artist.

However, perhaps this gives us a clue to the nature and effect of these terrifying African conflicts. I have
been close to only one, in Nigeria from 1968 to 1970, during that country’s civil war, known as the Biafran
war. I was in my teens too, not much older than Beah, and far from the actual fighting. But at dusk one
night with my father, our car was stopped at a roadblock on a back road in the bush by a unit of Nigerian
soldiers. They were young, aggressive, drunk on beer, bored and ostensibly looking for currency smugglers.
They waved their Kalashnikovs at us and angrily ordered us out of the car. We were roughly searched, the
trunk was opened, and then my father cracked a joke and everybody laughed. But for a few moments I was
profoundly aware that anything might have happened to us: there was no control, no “rules of
engagement,” no chain of command. We were powerless; they had all the power. Night was falling, and
there were no witnesses. It was a moment of pure potential anarchy that could have gone any way.

Beah’s book confirms this feeling. The unbelievable violence and dread, the blood and death, seem — if this
does not appear too awful an oxymoron — somehow guileless and innocent, random, unpremeditated. Is
that what fundamentally disturbs us about these African conflicts? Beah tells a story of a messenger sent by
the rebels. All his fingers had been amputated except his thumbs. In more peaceful times, Sierra Leoneans
used to give one another a thumbs-up sign that meant “one love” (a gestural echo of the reggae song), and
that is what the R.U.F. called this mutilation. A joke is made: the cost is unimaginable.

Beah’s memoir joins an elite class of writing: Africans witnessing African wars. I think of “Sozaboy,” Ken
Saro-Wiwa’s masterly novel about a young soldier during the Biafran war, or “Machete Season,” Jean
Hatzfeld’s book of blood-chilling interviews with Rwandan killers. “A Long Way Gone” makes you wonder
how anyone comes through such unrelenting ghastliness and horror with his humanity and sanity intact. Unusually, the smiling, open face of the author on the book jacket provides welcome and timely reassurance. Ishmael Beah seems to prove it can happen.

William Boyd is the author of nine novels. His most recent is "Restless."
The 4-Year Plan and DAPR

This is probably one of the most important parts of Honors 100, considering it makes up 25% of the requirements for credit, and an entire class should be devoted to it. That being said, don’t scare anyone! Rather, stress that this is just a planning exercise to make planning their four years at Ball State easier. They’re not setting anything in stone; they’re learning a process. After all, their major(s) may change, classes may become unavailable, etc, but using a DAPR to make a course plan is a skill that transfers over no matter what.

Some things to note on DAPRs are pre-requisites, class-level requirements, and other class restrictions. You might mention the writing competency exam or the Honors Thesis/Creative Project. However, since everyone has their neuroses, don’t let anyone worry about either of those two things! They’re both at least 2 years away, and nothing needs to be done yet. Just mention that they exist. Also, if a student lacks a major, have them pick one that sounds interesting and make a plan for that major. Just keep reassuring them that this is nothing to worry about; it’s just a skill that they’re going to be glad they have in their toolkit, because it will help them take charge of their own class schedules here at Ball State. And never forget, that you’re not an advisor, so don’t hesitate to refer your students to John or Sarah with situations that are difficult for you.

In this section, you can find a couple of things that might interest you. You’ll find a DAPR for someone named “Guy Test.” This is a sample freshman DAPR so that you have something to look at that looks a lot like what your class is looking at. Hopefully, this will make everything easier to explain. If you need a little extra help, there is a DAPR guide behind that. After that, you’ll find sets of directions on how to use course shopping cart and course request. You may want to go over that in class, or print out that guide to hand out to the students. There’s even a sample 4 year plan if you want to show an example!

This “help guide” should help them make a start on planning, and maybe even help you if they have questions.

Happy DAPR-ing!!!
Helpful Hints from the Honors Advising Departments

✓ John and Sarah are always there to help, and can take care of many scheduling problems through e-mail!

✓ After 30 credit hours, every student is given a departmental advisor in addition to their Honors Adviser. It is important to get to know both people, since the departmental adviser handles things like making sure you have everything you need for graduation.

✓ If you really really want to stay with the same professor for the entire Honors sequence (201, 202, 203), mention it to your adviser during your meeting. They'll make sure it happens.

✓ Athletes cannot schedule through Course Request, so they need to make Advising Appointments early!

✓ Not many Honors courses are offered during the summer, with the exception of colloqs. BSU does offer online courses during the summer through the office of Extended Education in Carmichael Hall.

✓ Credit for Honors courses can be delayed if you don't want to pay overload fees!

✓ Your adviser can adjust the number of credits on colloqs so that you don't have to pay overload fees. You still have to do the work, but you're not going to pay $200 extra per credit. Sounds like a good deal!

✓ Your DAPR can be printed by your adviser for better quality. Call the HC desk (5-1024) to request a copy, and they can have it waiting for you at the desk.

✓ Honors contracts can be used for any Honors class, but especially for Honors sciences, which are not always offered as often.

✓ All freshmen must make an appointment with their adviser before course request ends.

✓ If you really feel like you must drop Honors, you must make an appointment with Dean Ruebel. Your adviser cannot make that change for you.
UNDECEDED UNDERGRADUATE

NO DEPARTMENT

UNIVERSITY GRADUATION REQUIREMENTS: MINIMUM HOURS = 126
(MORE MAY BE NECESSARY), MINIMUM GPA = 2.000
THE HOURS LISTED BELOW AS EARNED ARE ONLY THOSE THAT APPLY TOWARD GRADUATION

EARNED: .0 HOURS 3 SUB-GROUPS
1) COURSES WITH HOURS THAT DO NOT COUNT TOWARD GRADUATION
2) CROSS-LISTED COURSES WHICH HAVE BEEN TAKEN CREDIT FOR ONLY ONE COURSE PER SET WILL BE ALLOWED
3) RESIDENCY CREDIT REQUIREMENT - 30 HOURS OF THE LAST 40 COMPLETED MUST BE RESIDENT CREDIT HOURS

NEEDS: 30.0 HOURS

--- CONTINUED ON COLUMN 2 PAGE 1 ---

-- COLUMN 2 --

1) CREDIT/NO CREDIT POLICY - ONLY 15 HOURS WILL BE COUNTED TOWARD GRADUATION; COURSES COUNTING IN GENERAL STUDIES (OTHER THAN PFEL), MAJORS, MINORS, ENDORSEMENTS AND PROFESSIONAL EDUCATION MAY NOT BE TAKEN CR/NC

- LAST TERM COMPLETED COURSE WORK (LASTERM 99) (MAY INCLUDE REPEATED COURSES FROM OTHER TERMS) EARNED: .0 HOURS

- CURRENT COURSE ENROLLMENT AND REQUESTED COURSES (SCHDL 9) (MAY INCLUDE REPEATED COURSES FROM OTHER TERMS)

- UNIVERSITY CORE CURRICULUM, FOUNDATION COURSES AND PHYSICAL FITNESS/WELLNESS - ENG COURSE LIMITS: EARN A "C" OR BETTER, MAY WITHDRAW ONLY ONCE, COMPLETE BEFORE YOU REACH JUNIOR STATUS (GSCORE 999)

--- CONTINUED ON COLUMN 3 PAGE 2 ---

-- COLUMN 3 --

- SELECT FROM: ENG 103
- OR ENG 101 AND 102 SUBSTITUTE FOR ENG 103

--- CONTINUED ON COLUMN 4 PAGE 3 ---

-- COLUMN 4 --

- SELECT FROM: ENG 104 OR 114
# Degree Analysis Progress Report

**Column 3**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Needs</th>
<th>Select From</th>
</tr>
</thead>
<tbody>
<tr>
<td>3) Pass the Writing Competency Exam (ENG 392); Eligibility for the exam begins at 60 hours; if after one or two attempts you do not pass the exam, complete ENG 393 for 2 hours which do not count toward graduation; contact WQ 200 to register for the exam.</td>
<td>1 course</td>
<td>Geog 101, Geol 101, Nrem 101, Honrs 297</td>
</tr>
<tr>
<td>4) History Requirement - Complete Hist 150</td>
<td>1 course</td>
<td>Bio 100, 111, Honrs 298, Hsc 160</td>
</tr>
<tr>
<td>5) Math Requirement Option - Select one of the following (see Math dept if any other course is to be used).</td>
<td>1 course</td>
<td>Anth 101, 103, 105</td>
</tr>
<tr>
<td>6) Communications Requirement - Complete Comm 210</td>
<td>1 course</td>
<td>Econ 116, 201</td>
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<tr>
<td>7) Physical Education Fitness/Wellness Requirement</td>
<td>1 course</td>
<td>Geog 121</td>
</tr>
<tr>
<td>8) For Honors Students Only</td>
<td>1 course</td>
<td>Pol 130</td>
</tr>
</tbody>
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**Column 4**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Needs</th>
<th>Select From</th>
</tr>
</thead>
<tbody>
<tr>
<td>3) Life Sciences - Honrs Courses open to honors students only.</td>
<td>1 course</td>
<td>Astro 100, 120, Chem 100, 101, 111, Honrs 296, Phys 100, 110, 120</td>
</tr>
<tr>
<td>4) History Courses</td>
<td>1 course</td>
<td>Hsc 160</td>
</tr>
<tr>
<td>5) Political Science Course - May take this course</td>
<td>1 course</td>
<td><strong>--- Needs:</strong></td>
</tr>
<tr>
<td>6) Psychology Course - May select this course</td>
<td>1 course</td>
<td><strong>--- Needs:</strong></td>
</tr>
<tr>
<td>7) Sociology Course - May select this course</td>
<td>1 course</td>
<td><strong>--- Needs:</strong></td>
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**Column 5**

<table>
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<th>Requirement</th>
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<td>2 sub-groups</td>
<td>2 sub-groups</td>
<td>Bio 100, 111, Honrs 298, Hsc 160</td>
</tr>
<tr>
<td>1) Physical Sciences (Honrs Courses open only to honors students)</td>
<td>1 course</td>
<td>Econ 116, 201</td>
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<tr>
<td>2) Earth Sciences (Honrs Courses open only to honors students)</td>
<td>1 course</td>
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**Column 6**

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<tr>
<td>2) Earth Sciences (Honrs Courses open only to honors students)</td>
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<td>Pol 130</td>
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**Column 7**

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<td>1) Anthropology Courses</td>
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</tr>
<tr>
<td>2) Economics Courses</td>
<td>1 course</td>
<td>Pol 130</td>
</tr>
<tr>
<td>3) Geography Course - May select this course</td>
<td>1 course</td>
<td>Pol 130</td>
</tr>
<tr>
<td>4) History Courses</td>
<td>1 course</td>
<td>Pol 130</td>
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<tr>
<td>5) Political Science Course - May take this course</td>
<td>1 course</td>
<td>Pol 130</td>
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<tr>
<td>6) Psychology Course - May select this course</td>
<td>1 course</td>
<td>Pol 130</td>
</tr>
<tr>
<td>7) Sociology Course - May select this course</td>
<td>1 course</td>
<td>Pol 130</td>
</tr>
<tr>
<td>8) For Honors Students Only</td>
<td>1 course</td>
<td>Pol 130</td>
</tr>
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</table>
NO 8 UNIVERSITY CORE CURRICULUM - HUMANITIES & FINE ARTS DISTRIBUTION ELECTIVES (GSDRHF A 999)

---> NEEDS:

- 2 SUB-GROUPS
  - 1) FINE ARTS COURSES - SELECT AT LEAST ONE
     (ONLY HONORS STUDENTS MAY SELECT HONRS 201)

  NEEDS:
  1 COURSE
  SELECT FROM: AHS 100, DANCE 100, HONRS 201, MUHIS 100, THEAT 100

  - 2) HUMANITIES COURSES - SELECT AT LEAST ONE
     (ONLY HONORS STUDENTS MAY SELECT HONRS 202)

  NEEDS:
  1 COURSE
  SELECT FROM: CC 105, 101, HONRS 202, ENG 205, CH ****
  FR ****, GER ****, GRK ****, ITAL ****, JAPAN ****
  LAT ****, PHIL 100, SP ****

NO 9 UNIVERSITY CORE CURRICULUM - COMPLETE ONE ADDITIONAL COURSE FROM SCIENCE, SOCIAL/BEHAVIORAL, HUMANITIES OR FINE ARTS REQUIREMENTS (GSDRRD 999)

---> NEEDS:

- 1 SUB-GROUP
  - 1) COURSES USED IN EARLIER CORE REQUIREMENTS

SELECT FROM: ENG 205, PSYSC 100, SOC 100, POLS 130, CH ****, FR ****, GER ****, GRK ****, ITAL ****, JAPAN ****, LAT ****, SP ****, PHIL 100, HIST 201, 202, ASTRO 100, 120, CC 101, 105, MUHIS 100, THEAT 100, DANCE 100, AHS 100, CHEM 100, 101, 111, PHYSCS 100, 110, PHYCS 120, GEOL 101, GEOG 101, NREM 101, BIO 100, BIO 111, HSC 160, ANTH 101, 103, 105, ECON 116, 201, GEOG 121, HONRS 199, 201, 202, 203, 296, 297, 298

--- CONTINUED ON COLUMN 6 PAGE 3 ---
The DAPR (Degree Analysis Progress Report) is a record that reflects a student’s academic progress toward degree completion at Ball State University. It provides the student and advisor with:

- the minimum graduation requirements including credit hours and GPA for a major or minor,
- the courses that have already been taken to fulfill those requirements including the credit hours and grades received,
- all current and past course work completed, whether it pertains to the requirements or not,
- any courses taken at other colleges or universities that the student transferred to Ball State,
- and class options for requirements that have not yet been completed.

Because the DAPR draws its information from the student’s records, it can be ordered to print the most up-to-date information.

Organization

The DAPR begins (column 1) with a “block” of general academic information about the student including: degree choice, major(s), minor(s), SAT and/or ACT scores, math placement scores, high school rank/class size/percentile, cumulative GPA, and current credit hour information (including hours earned, transferred, and advanced standing credit).

A legend block follows which explains the codes used throughout the DAPR. Commonly used codes can be found below.

Most freshmen will be particularly interested in the blocks relating to the University Core Curriculum which are listed in this order: Foundation Courses and Physical Fitness/Wellness, Sciences, Social & Behavioral Sciences, Humanities & Fine Arts, Core Electives, and International/Global Studies.

Typically the next block would list the requirements and courses for the student’s major followed by block(s) relating to the student’s minor(s). The last block on the DAPR lists general electives, courses that are not used in the core curriculum, major, minor or other requirements.

DAPR Codes

The legend is important for understanding how to read and interpret your report because it lists most of the codes used throughout the DAPR.

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<th>Description</th>
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<td>-I</td>
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<td>IN-P</td>
<td>In progress summary</td>
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<tr>
<td>IP</td>
<td>Requirement complete using currently registered courses (in-progress) -R</td>
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<tr>
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<td>Independent study RG</td>
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<td>-L</td>
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<td>Military credit RX</td>
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<td>NO</td>
<td>Requirement not complete TR</td>
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</tbody>
</table>
FAQs

Where can I find my total credit hours? Hours earned, hours transferred, advanced standing credit, and total hours are all listed in the first box in Column 1. “Total Hours” include credit from completed courses (not courses requested or currently in progress) and may include hours that do not apply toward graduation.

What is the difference between my “total credit hours” and “hours earned toward graduation”? Your “Total Hours” in the first box in column 1 may include hours that do not apply toward graduation requirements, such as duplicated courses or unmarked repeats. The earned hours listed in the “University Graduation Requirements” box are only those that apply toward graduation. A bachelor’s degree requires a minimum of 126 hours while an associate’s degree requires a minimum of 63 hours.

What do the numbers before my courses mean (i.e., 1/02 CHEM 111)? The first number listed is the semester/session during which the course was taken (1 = Fall, 2 = Spring, 3 = Summer Semester, 4 = First Summer Session, 5 = Second Summer Session). The next two numbers are the calendar year when the course was taken. In the example above (1/02 CHEM 111), CHEM 111 was taken during the Fall Semester 2002.

Can I get an updated copy of my DAPR without seeing my academic advisor? To print your DAPR from the web, go to www.bsu.edu/student/services and select “DAPR.” Enter your Ball State username and password then select “New DAPR.” After assigning the DAPR a two-character code, you can print the DAPR by selecting “Continue” at the bottom of the page.

- Why does the DAPR that I print from the web look different than the DAPR my advisor gives me? Because of issues with web formatting, the document that you print from the web does not follow a two-column format. However, the information is the same and is not affected by where or how it is printed.

- Why isn’t my current schedule included? In order to include the classes that you have requested for the next term, select “Request” and the correct year and term. You can also obtain a copy of your DAPR with this information at your advising center.

- How do I print a DAPR that includes classes for a major I haven’t declared? Scroll down to the “Major Shopping” section and complete it according to your interests. You can print the DAPR by selecting “Continue” at the bottom of the page. You can also obtain a copy of your “Shopping” DAPR at your advising center.

- How do I print a DAPR that lists classes that will transfer to Ball State from another university? Your advisor is the best source of information as to what classes will transfer to Ball State. However, you can print a “Reference” DAPR that will list classes that transfer to Ball State. Scroll down to “State for Reference Audit” and select the state where the university is located. Then, select the university from the drop-down list. Print the DAPR by selecting “Continue” at the bottom of the page. You can also obtain a “Reference” DAPR at your advising center.

Where are my transfer courses and credit hours listed on the DAPR? If your transfer courses have already been evaluated as specific Ball State equivalents in the University Core Curriculum or your major or minor, the courses will appear in those sections on your DAPR. Otherwise, transfer courses will appear in the “General Electives” section at the end of your DAPR.

What can I do to get a transferred course to “count” as a Ball State class? Obtain a copy of the course description from the other university’s catalog or web site. Then, submit the course description to your advising center. The advising center will consult with the appropriate academic department to determine if the course is equivalent to a specific Ball State course.

Where can I find my grade-point average (G.P.A.) on my DAPR? Your cumulative G.P.A. is listed in the first box under Column 1. Your major G.P.A. is listed in the box that lists your major requirements. Your minor G.P.A. is listed in the box that lists your minor requirements.

Why don’t the foreign language classes that I tested out of show up on my DAPR? These “advanced standing” credit hours are not added to your DAPR until a few weeks into the semester following successful completion (C or better) of your foreign language course.

What do I do if I think something on my DAPR is wrong? Contact your advisor or advising center.
HONORS COLLEGE REQUIREMENTS AND THE UNIVERSITY CORE REQUIREMENTS

**Required University Core Curriculum courses** (as adapted for Honors College students)

There are 13 requirements in the University Core Curriculum (UCC); of the 13, the 6 courses in the Honors Core Curriculum may fulfill six UCC requirements. By taking the Honors Core, students take no additional University Core courses.

*Not specifically Honors (all these courses are *required* for the University Core):*

1. ENG 103 and ENG 104 (114)
   
   ENG 114 is an Honors version of ENG 104 but is *not required* for Honors students; you may elect to take ENG 104.

2. MATHS 125, 136, 161, 165, 201 or 207
   
   AP credit for Math may meet this requirement; there may be an Honors MATHS 125

3. HIST 150
   
   – there is usually an (optional) Honors section of this course available

4. COMM 210
   
   – there is sometimes an (optional) Honors section of this course available

5. *one* SCIENCE (life, earth, or physical) *other than* Honors science (see #13, below)
   
   Ball State requires a science from each of two different science areas

6. *one* SOCIAL SCIENCE *other than* HONRS 199 (see #11, below)
   
   Ball State requires a total of two Social Sciences

7. Physical Education – one from: PEFWL 100, 103, 104, 117, 148, or 217

*The Honors Core Curriculum*

– *these courses are required for Honors students but also meet UNIVERSITY CORE requirements, as indicated:*

**THE HUMANITIES SEQUENCE:**

8. HONRS 201  
   (fulfills Fine Arts and Humanities requirement #1)

9. HONRS 202  
   (fulfills Fine Arts and Humanities requirement #2)

10. HONRS 203  
    (fulfills Distribution Elective)

**CONTEMPORARY ISSUES:**

11. HONRS 199  
    (fulfills *one* SOCIAL SCIENCE) – see #6, above.

**GLOBAL STUDIES:**

12. HONRS 189  
    (fulfills Global Studies requirement)

**SCIENCE:**

13. HONRS 296/7/8  
    (fulfills *one* SCIENCE: physical, earth, or life) – see #5, above.

*Additional (non-Core) Honors Requirements:*

HONRS 100 *Freshman Seminar.* (1 cr., not graded) Must be taken during the first semester of your freshman year.

*Two* Honors colloquia (usually HONRS 390): the number of credits does not matter (1, 2, or 3); the requirement is for two courses – the topics vary from course to course and from year to year

HONRS 499 *Senior Project or Thesis:* 3 cr (or an equivalent capstone project course number in a department, such as in your major)
How To Use Course Shopping Cart

1. Go to http://www.bsu.edu/studentservices

2. On the right hand side, under “My Courses” click “Course Shopping Cart”

3. Enter your Ball State username and password.

4. Select the department abbreviation for your class. For example, if you need a math class, select MATHS.

5. Enter the course number. For MATHS 125, enter 125. If you do not know the course number, enter ***. If there are numerous sections, you will be prompted to enter at least one number. SO, if you know you need to take a lower level math class, enter MATHS 1**.

6. Enter the term when you will be taking the class, which in your case is Spring 2009.

7. After you have found a section that you want to enroll in, check the box next to it and click the button that says “Add Selected to Shopping Cart”. This will bring up all the classes you have added to your shopping cart. After the course request period begins, you will also be able to use the “Week at a Glance” button, which shows you what your week looks like with the classes you have added to your shopping cart.

How to Use Course Request

1. After the course request period has begun, go to http://www.bsu.edu/studentservices.

2. On the right hand side, under “My Courses” go to “Course Request”

3. Enter your username and password.

4. A list should come up of the classes you have selected to put in your shopping cart. Click “add” for each class and you are good to go! It's as simple as that!
How to Print a Copy of Your DAPR

2. On the left hand side, under “Advising” click “DAPR.”
3. Click “Create a New DAPR”
4. Scroll to the bottom of the page and click “Continue”
   a. If you want to see how any new courses you will register for will affect your DAPR, you can put those in under “Course Shopping” and it will run a pretend DAPR for you that lets you see what you still need to do after those classes.
5. Click on the red link to the DAPR you just ran. (It should look like a date and time.)

How to Access Course Catalog

2. On the right hand side, under “My Courses”, click “Catalogs”
3. Click “Undergraduate Catalog”
4. Click “Academic Colleges, Departments, and Programs” at the bottom of the page.
5. On the left side of the page, this should bring up a listing of all of the possible colleges. The Honors College catalog is there so that you can view core requirements, as well as all of the other individual colleges. Click on the college that corresponds to your major.
6. Click your major. This should bring up all of the course requirements that you will need to fulfill in order to graduate.
7. You can use these exact same steps to look up requirements for a minor as well.
## SCHEDULING WORKSHEET

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Total Hours

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# 4 Year Plan

**Anthropology & Spanish Major**

**Advanced Standing Credit (13 credits)**
- SP 101 (4)
- SP 102 (4)
- ENG 205 (3)
- SP 201 (3)
- SP 202 (3)

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<td>HONRS 300 (1)</td>
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Total Credits: 127
Life at Ball State and the Honors College

What have you learned in your time at Ball State? Do you know the campus myths? Do you know where to find the best chocolate cake? Do you know what Art High at Noon is? Have you had to get your I.D. card replaced at Lucina Hall? Do you know what office you change your major at? These experiences are what make you invaluable as a mentor.

Your job is to help freshmen Honors students become part of the Ball State and Honors College culture. What do these things have in common? How do they differ? This is a great place to start discussing what it means to be an Honors student. How are classes going for your students? Do they know about proper classroom demeanor in a university setting? Do they know what is expected of them when it comes to writing and where the Learning Center is at?

Help the freshmen find opportunities on campus from clubs and activities to free shows at Emens auditorium to how to make an appointment to see a professor. Remember, they have no idea how to approach the idea of office hours and may feel as though they're intruding on personal time. The daily things that you take for granted, like not always having to raise your hand anymore, are things that they're probably not used to. Always ask what they want to know, questions will probably abound.

In this section, you'll find information about Ball State activities, and a lot of information about how to discuss being an Honors student, everything from the cool stuff like colloquiums to the not so cool stuff like plagiarism. There's a little bit of information on Honors college opportunities as well. Use it all wisely, and remember: You've been here for at least a year now! You're practically a BSU expert!
AB- Architecture Building
AC- Arts and Communication Building
AD- Administration Building
AJ- Art and Journalism Building
AL- Alumni Center
AN- Anthony Apartments
AR- Fine Arts Building and Art Museum
AS- Academic Systems Building
AT- Applied Technology Building
AU- Emens Auditorium
AY- Indiana Academy
BA- Honors College Home
BB- Burkhardt Building
BC- Ball Communication Building
BG- Ball Gymnasium
BL- Bracken Library
BU- Burris School
CA- Carmichael Hall
CC- Central Chiller Plant
CL- Cooper Life Science Building
CN- Cooper Nursing Building
CP- Cooper Physical Science Building
CS- Child Study Center
DH- DeHority Halls
EB- E.B. and Bertha C. Ball Center
EL- Elliott Hall
EW- Elliott/ Wagoner Dining
FS- Field Sports Building
FT- Fisher Football Training Complex
GH- Greenhouse
HC- Health Center, Amelia T. Wood
HP- Health and Physical Activity Building
IG- Irving Gymnasium
IN- Innovation Connector Office
JA- Johnson Halls A: Botsford, Swinford
JB- Johnson Halls B: Schmidt, Wilson
KC- Kitselman Conference Center
LA- LaFollette Complex
LB- David Letterman Communication and Media Building
LP- Lewellen Pool
LU- Lucina Hall
MA- Multicultural Center
MI- Music Instruction Building
MK- Indiana Academy House
MP- Parking Garage, McKinley Ave.
MS- Muncie Symphony Orchestra Office
MT- E.F. Ball Medical Education Building
MU- Music Building, Hargreaves
NG- North Grounds Building
NO- Noyes Complex
NP- Parking Garage, Emens
NQ- North Quadrangle Building
PD- Public Safety Department and University Police
PE- Center for Peace and Conflict Studies
PH- Pruis Hall
PK- Park Hall
PL- Human Performance Lab
PR- Bracken House
PS- Parking Services
PT- Printing Services
RB- Robert Bell Building
RH- Research/Contracts & Grants
SC- Student Center, L.A. Pettinger
SE- Studebaker Halls East
SG- Grounds Building, South
SH- Shafer Tower
SO- Showalter Facilities Planning and Management
SP- Student Center
SR- Scheidler Apartments
SS- South Shops/ Christy Woods Office
ST- Scheumann Stadium
SV- Service and Stores Building
SW- Studebaker Halls West
TC- Teachers College Building
TH- University Theatre
TP- Telephone and Postal Services
WA- Wagoner Complex
WB- Whiting Business Building
WO- Woodworth Complex
WQ- West Quadrangle Building
WR- Worthen Arena
Z9- Sursa Hall
What's there to do at BSU??

Help YOUR freshmen get involved!

Activities to Suggest:

• Special Interest Groups—grom Swing Dancing to Body Modification, Foreign Language Clubs to Religious Groups....there's something for everyone! A complete guide is available at www.bsu.edu/organizations.

• Intramural Sports

• *All of the FREE Entertainment*
  o Late Nite
  o Quad Bash
  o Free Movies in Pruis
  o Emens events (not all of them are free, but many are if you use your student ID for a ticket ahead of time)

• Sporting Events! GO CHEER for the CARDS!! ALL tickets are free for BSU students with a valid student ID.

Give your freshmen a list of possibilities and let THEM find something they like!

*Be sure to emphasize the opportunities to fulfill the Honors 100 Outside Activities requirement*
Life (and other stuff) as a BSU Honors Student

This is a HUGE topic for Honors 100--probably one that will continue throughout the nine-week seminar. Obviously, to make the freshmen feel comfortable within the Honors College program, we need to let them know what it's all about: what the HC has to offer, what there is to do, the curriculum, the faculty and staff, other resources and Honors-specific activities... and so on... 

The incoming students heard all about the Honors College at Orientation, but here are the basics in case they forgot!

The Honors College provides a small college experience within a large college environment.  
--Dr. Jim Ruebel, Dean

*Students in the Honors College can enjoy smaller, discussion-based classes in which they receive more personal attention and chances to express their opinions and creativity, while at the same time taking advantage of the opportunities available throughout the entire university.

We don't do job training—that's why you have a major.  
--Dr. Ruebel (selections from his Honors College pitch ☺)

*No, the Honors College is not about gaining practical job experience (a fact that many students may later find frustrating), but the curriculum is designed to make students more well-rounded people, a quality that may actually help them find a job in the future! (Besides, who would want to take the University Core Curriculum when they could have a lot more fun in the Honors College?! ☺)

---Requirements: Honors 100! ☺

Humanities sequence: Honors 201, 202, and 203
Global Studies: Honors 189
Family History (cultural studies): Honors 199
Honors Science: Honors 296, 297, or 298
Colloquia: any two they want!
Senior Project

OTHER REMINDERS:

--None of these curriculum classes are prerequisites for any others—students can take them in ANY order!

--Students can opt to take the Humanities sequence from the same professor all the way through, starting from 201 (although not necessarily in sequential order, either!)

--Honors 189 professors have a wide variety of approaches to this topic, varying from reading literature of different cultures to studying religions from around the world to looking at culture reflected in architecture...

--Honors 199 is taught from two different perspectives: "Big" families or "Your" family (there is actually a section all about Indiana families, including the Ball family, as well!)  

--Honors science classes take creative approaches to subjects such as biology and chemistry.

--Colloquia are intended for students in their second year and up.

--Sample colloquia: Fairy Tales, History of Game Boards, Human Sexuality, Death, Evil in Literature,  
Detective Fiction, History of the American Wilderness, Rome, Controversial Issues in Education... and many, many more! Check out the Honors website for upcoming colloquiums.

Senior projects can be almost anything! (i.e. It's not necessarily just a thesis paper!)
Besides the unique academic curriculum, the Honors College offers quite a few ways for students to get involved outside of class—and sometimes outside of Muncie!

Student Honors Council

Student Honors Council is the student "legislative" body of the Honors College. Members of SHC take an active part in planning social and academic activities for Honors students and faculty, as well as organizing volunteer opportunities throughout the year. SHC also serves as a liaison between Honors students and the Honors College, responding to any issues or ideas, and the organization is involved in any changes to the Honors Curriculum. Any Honors student is welcome to join; many positions are still available for returning and incoming students. The group meets on Sunday nights (usually every other week) in the Honors College lounge area. Check out the SHC website for more information: [www.bsu.edu/honors/shc](http://www.bsu.edu/honors/shc).

The Odyssey

The Odyssey is the Honors College annual literary magazine. An editorial board made up of Honors students assists the two student editors in choosing the printed selections from an array of student submissions. Any student is welcome to submit up to four pieces of writing and/or artwork near the beginning of the year. Likewise, any Honors student who is interested may join the editorial board and attend two or three reading sessions during the fall semester to rate each submission and help decide which ones will be published. Look for flyers posted in the Honors College during the months of August and September for further details.

News & Notes

News & Notes is a newsletter that features information and stories about Honors College life and other issues of interest to Honors students. Three issues are printed each year in the fall, winter, and late spring, and are available in the Honors College lounge and office. Two student editors work year-round organizing stories and soliciting writers/reporters. Any student interested in writing for New & Notes should contact the Honors College office at 285-1024.

MEHA

The Ball State Honors College is a member of the Mid-East Honors Association, an independent regional subdivision of the National Collegiate Honors Council. The goal of the Association is to encourage, motivate, and reinforce the Honors programs that exist at each member school. Each year, a group of Honors students and faculty members from Ball State attend the organization’s annual conference. During the conference, attendees participate in various activities and listen to several Honors-related presentations. Presenters are students and faculty from all participating schools, including colleges and universities from Ohio, Michigan, Indiana, and Pennsylvania. Topics range from Honors projects to hot-topic issues to new ideas for Honors programs. All Honors students from participating schools are invited to propose a topic for presentation, or they may simply attend the conference to meet with Honors students and faculty from the surrounding areas. The BSU Honors College encourages participation in this event by providing transportation for students and faculty wishing to attend, and by often covering registration fees for those students who will be presenting. More information about the Mid-East Honors Association and presentation proposal forms are available online at [www.uc.edu/honors/meha](http://www.uc.edu/honors/meha).
The National Collegiate Honors Council involves Honors programs from colleges and universities across the country. The NCHC mission is to support and encourage the development of these programs and to foster academic excellence within them. Each autumn, the Council sponsors a four-day Honors-orientated conference in a major U.S. city. Participating Honors students, faculty, and staff members attend presentations and listen to guest speakers, and have the opportunity to take part in extra outside activities organized by the Council executive board. As with MEHA, students are welcome to submit ideas for presentations or displays as well in addition to attending the conference. In recent years, the Ball State Honors College has sponsored several presentations. The Honors College organizes transportation to this event and helps cover cost for those students who present at the conference. The National Collegiate Honors Council also sponsors Honors semesters, open to any Honors student who wishes to apply. To find out more, check out the NCHC website: www.nchchonors.org.

Study Abroad

Most Honors College faculty members are huge advocates of studying abroad—especially for Honors students! After all, what better way to receive a liberal and cultural education than by being educated in another country? Since its beginnings, the Honors program at Ball State has encouraged students to travel; now, students can opt to participate in one (or more!) of the five (permanent) specifically Honors programs abroad.

Semester Programs

During the semester programs, BSU students enroll as students within their destination university of choice. BSU academic departments decide what kind of BSU credit those students can receive from classes taken overseas.

* Keele University—Keele, England
  *Keele Academic website: http://www.keele.ac.uk/
  * Fall Semester

* University of Limerick—Limerick, Ireland
  *Limerick Academic website: http://www.ul.ie/
  * Spring Semester

* Harris-Manchester College of the University of Oxford—Oxford, England
  *Oxford Academic website: http://www.hmc.ox.ac.uk/
  * Hilary or Trinity term
  (Either during the beginning or end of our spring semester)

Summer Programs

These programs are generally treated as colloquia, and students receive 3 hours of Honors colloquium credit for each.

* Critical Readers Abroad—various locations throughout the U.K.

Students who participate in the Critical Readers Abroad program will study classic and contemporary literature based around their planned travel destinations. Like the "regular" Critical Readers Colloquium, the Honors College and the E.B. Ball Center jointly organize this course, and they also invite members from the Muncie community to participate.
*Oxford/London Field Study*—Oxford & London, England; additional trips throughout the UK

Each summer, this program gives a group of Honors students the opportunity to live "in college" at the Oxford University College Harris Manchester. During the weeks before travel, students will read several "classic" Oxford novels that they will later discuss with their Ball State instructor in a tutorial-like setting while in Oxford. The group will later travel to London and other locations decided on by that year's instructor. (Common destinations are Edinburgh and Inverness, Scotland, as well as York and Bath, England.)

More information on these programs is available at the Honors website: [www.bsu.edu/honors](http://www.bsu.edu/honors)
This could last a while! There are tons of ways to approach the concept of “Honor” and “Honors”—which is good, because when the conversation runs a little dry, you can switch gears without totally switching topics. Besides, your freshmen should be able to find something under this umbrella that interests them. 😊

**Questions/Topics to Propose**

- **Define “Honor”**
  - How is that related to/different from being an “Honors” student?
  - What is the relationship between the moral and material definition of honor?
  - Does honor have anything to do with morality?

- As Honors students, what do you believe to be your role on campus?
  - Is this different from being a non-Honors student?
  - Is that fair/unfair?

- Do you like being part of an Honors program? Why/why not?

- Does being in an “Honors” program imply anything about character in addition to achievement? *Should it imply this?*
  - What do you feel is expected in terms of character and/or achievement?

- What exactly is the Honors College?
  - What does this program do for students?
  - Is it worthwhile? Why/why not?
  - What do you want to gain from your experience within the Honors program?

- What is academic integrity all about?*
  - How is this associated with “honor”?
  - How does this tie in with taking responsibility for your own growth?
  - Do you feel you even need to discuss academic integrity? Why/why not?
  - Should being an Honors student mean that you don’t do things that are wrong? (i.e. cheating, plagiarizing)

*This is a good place to tie in the very unpopular topic of plagiarism—don’t make it the main focus of the discussion, but do mention plagiarism and the problems/consequences of it at BSU. The better approach is to talk about “academic integrity” rather than “academic dishonesty.”

Discuss the correlation between privilege-obligation-respect-reward and how this is related to being an Honors student.
Let's Talk About

Academic (Dis-) Honesty and Plagiarism

This topic is a good one to tie in with your discussions about Honors/honor. Don’t spend an entire session talking about these issues, but bringing up the definition of plagiarism and discussing the consequences are important. Most students will protest that they already know what plagiarizing is, but will probably be interested in the consequences regarding plagiarizing at Ball State.

From the Code of Student Rights and Responsibilities 2007-2008:
Academic dishonesty includes, but is not limited to the following:

Violations of procedures which protect the integrity of a quiz, examination, or similar evaluation, such as:
   a. Possessing, referring to, or employing open textbooks or notes or other devices not authorized by the faculty member;
   b. Copying from another person’s paper;
   c. Communication with, providing assistance to, or receiving assistance from another person in a manner not authorized by the faculty member;
   d. Possessing, buying, selling, obtaining, giving, or using a copy of any unauthorized materials intended to be used as or in the preparation of a quiz or examination or similar evaluation;
   e. Taking a quiz or examination or similar evaluation in the place of another person;
   f. Utilizing another person to take a quiz, examination, or similar evaluation in place of oneself;
   g. Changing material on a graded examination and then requesting a re-grading of the examination;
   h. The use of any form of technology capable of originating, storing, receiving or sending alphanumeric data and photographic or other images to accomplish or abet any of the violations listed in parts a through g.

Plagiarism or violations of procedures prescribed to protect the integrity of an assignment, such as:
   a. Submitting an assignment purporting to be the student’s original work which has been wholly or partly created by another person;
   b. Presenting as one’s own work, ideas, representations or words of another person without customary and proper acknowledgment of sources;
   c. Submitting as newly executed work, without faculty member’s prior knowledge and consent, one’s own work which has been previously presented for another class at Ball State University or elsewhere;
   d. Knowingly permitting one’s work to be submitted by another person as if it were the submitter’s original work.

Falsely claiming to have completed work during an internship or class group assignment.

Cooperating with another person in academic dishonesty, either directly or indirectly as an intermediary agent or broker.

Knowingly destroying or altering another student’s work whether in written form, computer files, art work, or other format.

Aiding, abetting, or attempting to commit an act or action which would constitute academic dishonesty.
A Mentor’s Guide to Muncie

What do you know about Muncie? If you’ve lived here your whole life, the answer to that may be that you know all the best things about Muncie. For the rest of us who are relative newcomers to the area, however, we may need a bit of an introduction. This is a short guide just to give you some ideas about things you or your freshmen can do in Muncie. And if you need to give some of these ideas a test run, well then by all means, go out and try it all!

The MITS Bus

Many freshmen don’t have a car and wonder why they should have to learn about a city they can’t even really visit. Remember that every BSU student gets to ride the MITS for free, and that it will take you most places in Muncie. In fact, if you get on their website, your route will be planned for you through their handy route planner application. Just go to www.mitsbus.org for more information. The bus runs down McKinley Monday-Friday every 15 minutes and on Saturday every half hour. You might warn others that it doesn’t run on Sundays, so don’t wait for it.

Cardinal Greenway

For the outdoor enthusiasts, this is a 27-mile trail that links Losantville, IN to Gaston, IN. Running, hiking, rollerblading, biking, and even horseback riding are fully encouraged. You can even borrow an old-fashioned one speed bike free of charge from their Community Cruisers program. Cute, huh? www.cardinalgreenways.org

Muncie Public Libraries

Is this really a community attraction? Why not? Bracken is a great library for research, but if you like reading for pleasure, Kennedy Library is actually within walking distance of campus on a nice spring day. It’s right across the street from Marsh on McGalliard, in fact. Want to see if they have the latest bestseller? Check it out at www.munpl.org.

Minnetrista Cultural Center

Again, Minnetrista is within walking distance on a nice day. Or it’s about five minutes by car if you just head west on Neely and go across Wheeling Avenue. Some attractions there are the houses of the Ball family, a museum that is meant to “preserve cultural heritage of the region,” and a farmer’s market at least once a month all year if you need your fresh fruits and veggies. It’s also a great place for a picnic, if you just want to spend the day outdoors! www.minnetrista.net

Concannon’s Pastry Shop

Concannon’s actually has a couple locations in Muncie. The older one is downtown by the MiTS station, but they’ve just opened up a café near Steak ‘N Shake on McGalliard. So if you need a latte and a donut, they have it all, plus great sandwiches! For those who don’t know, Concannon’s has been described as the “Mecca of Pastries” (and bread, and cake, and cookies, and chocolates...) and is a great
pick-me-up on a bad day or any time, really. Yummy, and you can’t graduate from BSU without having at least one of their delicious pastries! (The original location can be found at 620 N. Walnut St.)

Gallery 308

Originally named Mitchell Place Gallery back in 2000, Gallery 308 showcases monthly exhibits of local, national, and international living artists as well as holding workshops, classes, and discussion groups. Admission is free, and the gallery runs on volunteer and donor support. The artists also receive 100% of the profits from any of their work sold. For more information, check out their website at www.gallery308.com. The Gallery can be found at 308 E. Main St. in Muncie.

The Artist Within, Inc.

Paint your own pottery, make your own jewelry and view pieces from local talent in the monthly exhibit room. 313 S. Walnut St. www.theartistwithininc.com

The Blue Bottle Coffee Shop

THE downtown Muncie café, it has delicious coffee, teas, and baked goods. It can be found at 206 S. Walnut St, and yes, it does have Wi-Fi. Learn all about its interesting history and its great menu at www.bluebottlecoffee.com

Clancy’s Village bowl

Located at 4805 N. Wheeling Ave, the alley has over 50 lanes and is reasonably priced.

Lyndenbrook Falls

This is a miniature golf course with batting cages and student discounts! You can find it at 3501 Briarwood Lane behind IHOP.

Gibson’s Rollerskating Arena

This is an old-fashioned rollerskating rink just like you used to love going to as a kid! It’s at 2610 S. Mock Ave. and isn’t too expensive, so go check it out for a fun time!

Muncie Civic Theatre

This is an old-fashioned theatre that offers a BSU student discount. In fact, it’s only $5 for BSU students to go see a show here. It’s at 216 E Main St, and if you’ve ever taken the MITS to the Muncie Mall, you’ve actually seen it out the window. For more info, you can call 288-7589, or go to the website at www.munciecivic.org.

Ivanhoe’s

Admittedly, Ivanhoe’s is actually in Upland, Indiana, but it’s practically a Ball State must at some point in your career. There is no better ice cream than Ivanhoe’s, with a list of 100 shakes and 100 sundaes you’ll never run out of things to try, and you’ll certainly find a number of favorites. They serve
typical diner style food, too, and they have really great French fries. Get a carpool together and go to Ivanhoe’s!

There are so many other things to do in the fabulous place that is Muncie, that I don’t have enough time to describe all of them. Go eat at Vera Mae’s Bistro in downtown Muncie, or at the White River Landing for fairly affordable delicious dining. Puerto Vallarta is a great place to get your Mexican food fix, and Domo’s is a Japanese steakhouse where they cook your food in front of you. A great splurge to spend time with friends.

Go check out the Muncie Children’s Museum to connect with your inner child, or go to F.B. Fogg’s Unique Gifts and Gallery to find something interesting for your sweetheart. Lowery’s Candies is a delicious Muncie attraction, as is Incredible Yogurt if you like your dose of frozen yogurt now and then. Go to Dandelion’s to pick up some flowers for your dorm room or a friend’s birthday. Lastly, here are some links to get you started on the rest of your Muncie Fun search!

www.munciedowntown.com
www.munciecvb.org (Muncie’s visitor bureau)
www.cityofmuncie.com
www.thetarpress.com (local newspaper)