

challenger

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Harper College
Honors Society

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Honors Courses Assist Later Learning

Ron Marks is excited about the honors program—"classes with small enrollment, the school's best professors, social activities, and special floors on the residence halls." Residence halls?

Marks is an admissions counselor for Northern Illinois University, and he wants Harper's honor students to understand that the advantages of taking honors classes at Harper go beyond the classrooms here at Harper.

"Transferring Harper honor graduates with Associate of Arts degrees and at least a B average will be able to move into Northern's honors program," Marks says. Honors classes from Harper can help enrich the college experience at a four-year university.

Karuna Maddava, admissions counselor for Roosevelt University, agrees. "A transfer student would need to have been in a community college honors program to be con-

sidered for Roosevelt's honors classes."

The Honors College at the University of Illinois Circle Campus is open to transfer students with a 4.25 out of 5 grade point average, says Stacie McCloud, assistant to the dean of the Honors College. Participants can choose from a variety of honors activities, including core courses of inter-disciplinary studies, honors seminars, undergrad research assistance programs, independent study, peer tutoring and social service.

McCloud says Harper students do well in the program.

"I have known several students from Harper's honors classes. They are dedicated students who come from a challenging program." Harper's honors classes provide experience in going out and making your own opportunities.

Frances Brantley, professor in Harper's

Student Development Division, says that the experience of honors classes can be an advantage in other ways. Honors students become better able to handle college work. "They know they

"Some of the things you get from honors classes are really intangible. You get a zest for scholarship, real friendship building."

—Frances Brantley

inside

- page 2 From the Desk of Dr. Hull
- page 3 President's Corner
- page 4 As We See It—Stress
- page 6 Honors English 101 and 102
- page 8 Honors Activities Spring 1994
Honors Classes

Honors, continued on page 3

Lame Goose

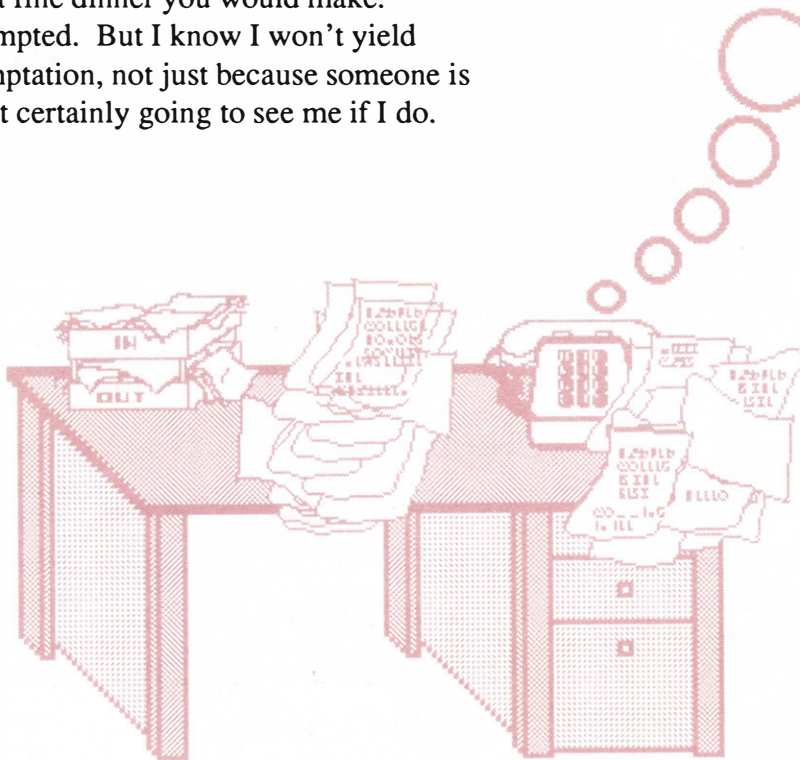
Poor crippled bird, you huddle with the flock
That grazes near my car, dropping nasty clods
Of poorly digested grass and slime
For me to step in.

Were you born that way? Or did you step
On someone's lighted cigarette,
Trusting creature that you are.

You won't make it to the south
When the others take flight, surely not.
What a fine dinner you would make.

I'm tempted. But I know I won't yield
To temptation, not just because someone is
Almost certainly going to see me if I do.

**FROM THE DESK OF
DR. HULL**



I look for you every day and somehow
It comforts me to see that you're still
Hanging out with the flock.
I'm going home to have a hot dog —
Good enough for me — and make my own
Poop to pollute someone else's way.

Elizabeth Anne Hull

The Joy of Meetings

**End of Semester
Pot Luck Party**

**Friday, December 17
7 p.m.**

**Dr. Betty Hull
855 S. Harvard Drive
Palatine, IL 60067**

**R.S.V.P.
(708) 991-6009**

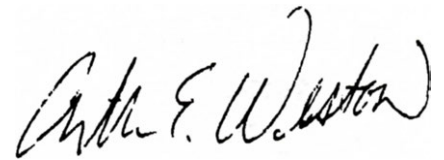
**Bring a dish
to serve six**

I would like to formally welcome all new and old members of the Honors Society this year. I am grateful that I was chosen to be president and will do my best to fulfill the expectations of the position.

This month, I would like to address club attendance. It is important that you make an effort to participate in our club which meets every Wednesday at 2:30 p.m., in

F325. At each meeting the members participate in a lively discussion on a chosen issue. The more members present, the more fun the discussions are.

Stop by, meet new friends and give your mind a work-out!



Honors, continued from page 1

have accepted and met the challenge of honors work," says Brantley. "Some of the things you get from honors classes are really intangible. You get a zest for scholarship, real friendship building and bonding.

"You get to interact with teachers who truly know you, who can write you letters of recommendation later," says Brantley.

Maddava also stresses the importance of letters of recommendation written by a professor who actually remembers the student. "And don't disregard the effect of honors classes on an employer," Maddava says.

Honors designation on a transcript can open doors, help a student who is trying to transfer to a very selective school or enable a student to get into a graduate program.

Some programs at local four-year universities are very popular, so grade point requirements are higher and admission is more competitive. "The most difficult program to get into at Northern is physical therapy with only 24 students admitted from over 300 applicants. Honors classes would not guarantee admission, but they would weigh heavily in the student's favor," Marks says.

At Roosevelt, honors classes would have "a strong impact on granting of scholarships for undergraduates," says Maddava. Students are considered for one-time awards or renewable grants based on their grade point averages. Honors participation would give students a better chance.

—Linda Urman

STRESS ...

Stressed Out? Maybe You Should Sleep On It

All Nighters and College Students— Why They Don't Mix

College—the basic definition instantly brings forth images of multitudes of assignments and a lot of stressful late nights. True, the occasional late night study session may sometimes be unavoidable, but for students who practice this activity on a regular basis, recent studies say they may be putting more than their grades in danger. While many people know that they should get the proverbial seven to eight hours of sleep, they really don't understand why.

“Throughout the day, there are certain brain chemicals that rise and fall, making you more prone to feeling stressed,” says Dr. L. Dee Jacobsen, a stress specialist at Scripps Clinic in La Jolla, California. Seven to eight hours of sleep at night allow the brain to go through two and a half normal sleep cycles. That allows the brain to generate chemicals essential for memory and other functions, as well as remove waste products that build up in the

“Late night studies don't just mess up your grades, they mess up your mind.”

brain during the day. Without this seven or eight hours of sleep to re-balance these brain chemicals, the only cycle a person is headed for is the cycle of destruction.

Students who stay up late to finish homework will definitely wake up groggy and unable to think clearly. The fact that they're unable to handle problems effectively predisposes them to stress. This ineffectiveness in turn leads to more stress which makes the individual unable to sleep, causing the chemicals in the brain to become even more out of sync. All in all, late night studies don't just mess up your grades, they mess up your mind!

Ultradians and Circadians— What You Need to Know

Throughout the day chemical levels are constantly rising and falling in the brain. These chemicals are critically affected ultradian and circadian rhythms. Ultradian rhythms cycle through each organ in the body every 90 minutes to two hours, triggering times of mental acuity which are then followed by mini-crashes of fatigue and tension.

Circadians, on the other hand, regulate

AS WE SEE IT

sleep and play a role in stress. These rhythms play a vital part in influencing the levels of chemicals in the brain. By understanding these bio-mechanisms students can save themselves unwanted stress and learn to lead a happier, healthier life.

Ultradian rhythms affect such things as verbal and spatial skills, eye-hand coordination, short-term memory, mental alertness and vigilance, imagination, creativity, concentration, and learning—all of which are necessary to function as a serious college student.

Avoiding the negative effects of the “crashes” in a typical 90 minute to two hour cycle is possible if the physical signs of “pre-crash” warnings are heeded. Signals such as an urge to stretch or move around, inability to concentrate, or increase in careless errors require about a 20 minute break. Recent studies show that your body responds to these signals by pumping out adrenaline and cortisol, stress hormones that produce the well-known fight or flight response.

What’s worse, says Dr. Rossi, author of *The 20 Minute Break: Using the New Science of Ultradian Rhythms*, is “if you always ignore these signals, you’ll be in a constant state of alert and the longer you

ignore your body’s needs, the more stressed you’ll feel, the tenser you’ll become, the more likely it is you’ll miss your body’s signals that it needs a break, and the cycle continues.”

Lifestyle—Keeping Yourself Happy and Healthy

Keeping stress levels down while maintaining your sanity requires not just getting the right amount of sleep but keeping energy levels up, since lack of energy has been clinically shown to make a person feel tense. This goal can be

“The longer you ignore your body’s needs, the more stressed you’ll become”

achieved in many ways, including moderate exercise and, more important, diet.

Changes in blood glucose are most notable in stress. Drops in blood glucose often cause tense-

ness and irritability due to the release of stress hormones. Changes in blood glucose are most noticeable in on-the-go breakfasts—the kind that many college students indulge in, if they indulge at all.

A typical on-the-go breakfast of a donut causes blood sugar to rise and then rapidly fall. This triggers the stress cycle and causes a short-circuit before the morning is over.

A non-sugary cereal with skim milk, on the other hand, keeps the blood-sugar level relatively stable without any significant drop in the blood-sugar level. Therefore, the cereal does not trigger the stress cycle and you’re able to go all morning long. On the whole, a good well-balanced breakfast without too much sugar will not only keep you going in the morning but also keep stress levels down. Remember, less sugar means less stress!

Though students can not eliminate stress, they can learn to live with it and live it DOWN. Following these key steps helps reduce stress and ensures that each day can be a little brighter.

—Debbie Maday

Different Compositions

Honors English 101 and 102

Honors English 101

“So, what topic have you chosen?” Professor Martha Simonsen asks the circle of students in her honors English 101 class. “I want you to talk about why you chose it, how you’re going to develop it, how you’re going to make it vivid, and any problems you’re having.”

Several students are writing about returning to a place familiar from childhood, contrasting memory with reality. Simonsen asks Rob Aurich about the visit’s significance. “Have you thought about that?”

“Mmm,” Rob hedges. “Not really. I hope to figure out the significance while I’m writing.” Rob is having problems trying to organize his paper. “Should I discuss significance at each comparison—or at the end?”

“What do you have to decide?” asks Simonsen. Once Rob determines for himself the significance of the experience, he will be able to figure out how to organize the essay. “Make sure you have a focus ... a thesis,” Simonsen cautions her students. “It may not be a formal thesis, but you need a driving idea.”

The honors section differs from regular sections of English 101 in two major ways: the size of the class and the dedication of the students. Ten of the 11 enrolled students are present, one of whom has driven all night from Iowa to be here in time

for class. Although Nicole Leonard is exhausted, her work is done and she is ready to participate.

Because the class is small, students have time to discuss their plans and problems, and Simonsen can guide them individually. The class also has time to devote to study the assigned readings intensively. Simonsen says she has chosen essays from excellent writers who are also excellent thinkers: George Orwell, E.B. White, Lewis Thomas, Alice Walker.

“The class is very open to discussion, and the opinions of the students are vital to how the class functions.”

—Rob Aurich

“Discussing the essays in a group lets me see other ways of looking at them,” says Linda Lee, “and the small size of the class gives me more opportunity to get individual help from the teacher.”

Often the students have questions or advice for each other. “The editorial sessions are the best part of the class,” says Saba Baig. “They help you focus in on your main problems. By getting input from

other students, I’m better able to locate my strengths and weaknesses.”

Is more work assigned to honors students? “I don’t think so,” says Simonsen, “although the students often make more work for themselves. They have curious minds, and spend more time on their papers.

“The honor student has more to say, wants to say it, enjoys saying it, and can say it better,” says Simonsen. The emphasis is on ideas, both in the readings and in the student’s essays. “We expect the students to participate. We encourage them to take more risks, to go beyond the five paragraph essay.”

Simonsen also uses the class to create a sense of unity and belonging that is often missing in community colleges. “We get involved in outside activities—campus events, plays, parties. We want to establish some camaraderie, a sense of community.”

“I don’t feel as if I’m just another student,” says Maria Cliffe. “I really feel part of the action.”

Honors English 102

The nine members of the class have pushed the tables and chairs together in the front of the room so they can all see each other. They sit with a sheaf of poems and notes on their responses to these poems, trying by paraphrase, summary and

interpretation to tease apart the dense, tangled meaning.

"When people write these poems," asks Kim Fuzessy, "do they really imply all this stuff we're inferring?"

Professor Jack Dodds considers the question. "If the guy were a philosopher, he could have just written a research paper and footnoted William James . . . but the art's more fun."

Fun is a large part of what Dodds is trying to teach. "Play with it," he encourages one of his cautious students who is hesitant to offer his interpretation. "Poetry is so dense and so rich and a lot of the fun comes from sampling the richness, right?"

Dodds is trying to find a way to engage his students into "reading with their full humanity." He asks his students to read the text responsively. "The literature should be a resonator for their own values, experiences and emotions." Next, he uses an interpretive approach to get at the details. "What do we see when we look at the text?" Finally, he wants students to consider both ethical and esthetic values. "What judgment do we give? What standards, what criteria? My job is to raise strategic questions."

"I truly enjoy the open discussion periods where stories, poems, plays . . . are argued and examined," says Timothy Thompson. "I main-

tain that unexamined writing is not worth reading."

Because the enrollment is low,

"The fact that it is a small class helps a lot. I know everyone and feel comfortable with expressing my feelings and beliefs."

—Nicole Leonard

Dodds has a greater opportunity to speak to students individually, to see where they are going. Since the students' motivation is higher and capacity is greater, Dodds can spend less time helping them through a text and more time experiencing literature in other ways, such as

seeing a BBC version of *Antigone*, or taking the class to plays or other outside events.

The honors section has the same amount of writing as a regular section, but Dodds expects a more sophisticated product. The student's response to the reading should be "richer, more rounded." Research for the major paper should be subtle and complex. The topic should be "situated in a larger context"; the work for the class should fit into the student's experience of the world.

Jessica Knight finds that Honors English 102 is a more personalized experience than her regular classes. "The input received from others is more serious and insightful," she says, "because the people are interested in the class and in learning in general."

—Linda Urman

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EDITORIAL POLICY

The Challenger is the voice of the Harper College Honors Society. We welcome articles, ideas and letters of interest appropriate for our members. We encourage contributions. Final editorial judgment is the sole responsibility of the editorial staff. For information on possible submissions, call x2581. Written material should be placed in the Challenger box in the Journalism office, A379.

Many Hands Make Work Light!

Honors Society members have been active around campus this term.

The society recruited potential members at Clubs and Organizations Days. For Festival of Nations Day they created an exhibit of ethnic food specialties to raise money to fund Honors Society activities.

Members of the society are also currently working on designing new T-shirts and developing more fund-raising plans, such as selling M&Ms or taffy apples. If you are interested in helping, please contact Dr. Betty Hull, F334B, x2323.

Topics discussed at the weekly

meetings proved to be a bit controversial. At the Sept. 29 meeting, the topic of religion was especially interesting with the contribution of guest speaker Dr. Chapman, dean of liberal arts, who spoke about the World Parliament of Religions recently held in Chicago. Members interested in voicing their opinions should stop by for one of the discussions.

Remember, the Honors Society's most important asset is its members. Join in by attending meetings in F325 at 2:30 p.m. and share your ideas. They'd like to hear from you.

Honors Meeting Topics

November 10	Advertising
November 17	Education
November 24	Religion (part two)
December 1	Child Rearing
December 8	Entertainment

**MEETINGS EVERY
WEDNESDAY AT
2:30
ROOM F325**

SPRING 1994 HONORS CLASSES

Dept.	Course #	Days	Course Name	Time	Instructor
Lit	207-001	MWF	World Lit. Since 1800	10:00-10:50 a.m.	Greg Herriges
Eng	102-016	MWF	Composition	Noon-12:50 p.m.	Barb Njus
Ast	101-004	MW	Intro. to Astronomy	6:30-9:50 p.m.	Paul Sipiera
Spe	101-019	T-R	Fund. of Speech Comm.	9:25-10:40 a.m.	John Muchmore
Mth	120-003	T-R	Intro. to Modern Math	1:40-2:55 p.m.	Cecilia Cooper
Psy	101-018	T	Intro. to Psychology	3:05-5:35 p.m.	Linda Campbell
Eng	101-036	T	Comp. (Computer Ass't)	6:45-9:25 p.m.	Jack Dodds
Jnm	IDS 290	TBA	Newsletter	As Arranged	TBA