04 BALANCE OR BURNOUT?

06 BREAKING THE LAW OF HUMANITIES MAJORS

08 THE “WRITE” WAY

10 CONTRACTING COURSES

12 BEAUTIFUL LANGUAGE

14 INVEST IN SUCCESS

16 WHAT COMES NEXT?

Hello from the Honors Publications Editing Team! Our team began as this semester began; this newsletter is the first published collection we all worked on from start to finish. Many students in our class were in their first-semester of college, and it was an honor to help them grow both as writers and as honors students as they began to learn the ropes.

Teaching this class did not end up being a one-way street, however. One of the best ways to learn something is to teach it. While all three of us have experience in journalism, developing our lessons and sharing our skills with the class turned out to be a great way to solidify our own skill sets.

We helped students with issues we had encountered in our time as journalists: We taught them how to develop pitches they were passionate about and how to chase their stories even when it seemed impossible to get that email back. We taught them how to hone in on their own personal voice, and how to determine when it was appropriate to add creative flair. We shared articles we had written in the past: We pulled up interviews we had quoted from, and we used articles we had previously written as teaching tools.

Above all else, we had to find a way to connect with our student writers in order to have a mutually helpful relationship. We three are students just like they are, and we were once first-years too. Weeks and weeks of fun “Questions of the Day” to kick off class periods, Spotify playlist shuffles to fill the background noise as we worked, and sharing story successes and failures throughout the semester have culminated in this project you are reading right now.

As you enjoy the Winter Newsletter, we hope you get a taste of the intellect and care behind the pieces. We hope something stands out to you – whether it’s the altruism of exploring other perspectives through American Sign Language (ASL), the variety of majors popular among honors students, the nervous excitement in preparing for graduate school, or anything in between.

We hope something stands out to you – whether it’s the altruism of exploring other perspectives through American Sign Language (ASL), the variety of majors popular among honors students, the nervous excitement in preparing for graduate school, or anything in between.

Hannah Cargo (BA25), Colin Votzmeyer (BA25), and Josephine Geiger-Lee (BA25), 2023-2024 Honors Publications Editing Team
In their first year of university, students may deal with burnout, stress, homesickness, and isolation. Through their struggles, they can turn to honors peer mentors, a resource in the honors program, for understanding and guidance.

As a supplement to the honors professional advising staff, honors peer mentors allow students to connect with other honors students, receive help from a peer and referrals when needed. Mentors share a similar major to their mentees, so they can give advice to students based on first-hand experience. They are experts on aspects of the honors program such as experiential learning, honors contracts, and honors classes.

First-year honors student Marissa Lopez cited burnout as one of her main struggles in her first semester. Classes were harder than they were in high school and she felt it. “Whenever I go home, I just have so much to do for class for tomorrow,” Lopez said. “Everything is piling up. I feel like I don’t have a break.”

To prevent burnout, peer mentor and fourth-year honors student Nick Nachtman said it was important to draw boundaries and set a manageable pace.

“It’s a learning process, but you have to learn how much work you can handle and how much you can’t and make sure that you’re not overexerting yourself,” Nachtman said. “I also think it’s very important to make sure that there are times where you are resting.”

Nachtman recalled feeling overwhelmed during his first year, especially when preparing for his first exams. To combat this, he took breaks in between studying. Even 15 minutes spent away from his studies was a nice break, he said.

Last year, he had a part-time job, worked as a peer mentor, and served on the undergraduate student government—all at the same time. He explained how he dealt with burnout and made time for himself.

“It was really important for me on the weekends to put the work aside for a little bit, hang out with my friends, and just socialize and be a normal person,” Nachtman said. “That was really important
in making sure that I had energy when the week started.”

First-year honors student Solenn Vincent struggled with feelings of homesickness in her first semester. She moved to the UI from Arizona, a 1,500 mile trip.

“Being away from my family is really hard,” Vincent said. “My mom came up to visit, and then she left and it was hard to go back to being alone and knowing I’m so far away.”

Honors peer mentor and second-year student Grace Hahn explained how she deals with this feeling. Coming from California—almost 2,000 miles away—Hahn said staying in touch with her family was important to help combat her feelings of homesickness. She has group chats with her family members and shares photos with them. She calls them when she can, even if she is busy.

In addition to maintaining home ties, Hahn said it was crucial to find a sense of community and to connect with other students at the university, which she did by joining intramural sports such as sand volleyball. She said playing sand volleyball connected her to a team, giving her a sense of community.

Hahn recalled that it was helpful to recognize that other people were in a similar situation. “As a freshman, you’re all showing up to campus, and you’re all going through similar things, so you automatically have something in common with almost every single freshman here.”

Hahn worked to find a balance between her social and academic life. She set aside time to hang out with friends, and she also managed her time, doing her homework as soon as it was assigned.

“I think that’s the main thing for maintaining balance is not letting myself get to a place where I’m so stressed and I have to submit an assignment as soon as possible,” Hahn said.

Nachman agreed: “It’s really important to go in on all of the work and make sure you’re being really comprehensive—you’re doing the readings; you’re completing the homework assignments,” Nachtman said. “The minute you start letting that stuff slip, it all is a slippery slope.”

Peer mentors are students who understand that struggle, which gives them a unique connection with students distinct from connections with professional staff.

“A peer mentor really gives you that opportunity to chat with someone your own age who has the experiences that you have and come up with plans that really reflect what it’s like to be a student,” Nachtman concluded.
BREAKING THE LAW OF HUMANITIES MAJORS
How the Variety in Majors Benefits Honors Students
By Beth Hendricks

While many know Newton's Laws of Motion or the Law of Conservation of Mass, few are aware of one that is almost equally prevalent: the so-called Law of Humanities Majors. The "law" states whenever a person declares a major in the arts or humanities, someone inevitably shames them for not pursuing a "challenging" or "important" major, namely one in the science, technology, engineering, and math (STEM) field.

A common misconception in today's culture is that STEM majors are more intelligent than humanities majors due to the presentation of stereotypical nerd characters in the media, the fact that many STEM careers require more schooling than simply a bachelor's degree, and the amount of money that STEM majors ultimately make. Therefore, many people expect a college honors program to be mainly populated by students in pre-medicine, engineering, or similar majors.

However, the University of Iowa Honors Program features students in a wide variety of majors. Honors students across campus participate in many programs of study, encompassing 316 majors, minors, and certificates. The three most popular majors are human physiology, English and creative writing, and psychology, representing STEM, the humanities, and the social sciences.

Some may argue this diversity could lead to potential disconnect between students and a greater likelihood of conflict and ridicule, but many of the program's members value the opportunity to connect with peers in other fields of study.

"It's nice to be around people who think about things that I don't even know are things to be thought about," said Molly Riepe, a first-year data science major in the honors program, who explained that most of her peers at the university have different majors.

The honors program offers several opportunities to connect students across disciplines, including events like trivia and game nights not specific to a particular major. It also features ways for art students to showcase their work in the Blank Honors Center and a fall publication entitled Honorable Works, which includes projects made by students of different majors.

Some highlights from the 2023 edition of this publication included a creative short story, art pieces, and a statistical survey of inside jokes.

While the honors program does have its own living space, Daum Residence Hall, it does not subdivide the dorm by major, allowing students of all areas of study to commune and find friendships.

Riepe mentioned feeling overwhelmed after focusing exclusively on data science for such a long time, and she doubted she would have many chances to relax if she...
was not living with students in different majors. “It’s nice to hear about different things that people are doing and take a break from all of the math and coding and everything,” Riepe said.

Living in a residence hall with exclusively STEM majors would be overstimulating, she asserted. While the STEM field is incredibly broad, Riepe said she would rather live in an environment with more variety. And the honors program offers her just that.

Despite the honors program’s desire to facilitate interdisciplinary interactions, these opportunities become increasingly limited during a student’s progression through the years. “As I go more years in the major, I interact with other majors less because I take more major-specific classes,” said Miranda Miller, a fourth-year honors student majoring in English and creative writing. “But I live with a STEM major, so it’s not like the opportunity is completely gone.”

Miller likes learning about science from her friends without having to take a science class. As compared to most of her classes, which are taken almost exclusively by English majors, Miller estimated that at least half of the students she interacted with in the honors program had a different major.

“My roommate in Daum freshman year was a flute major, and I’m a casual band kid, so it was fun to talk about music when I had the opportunity,” Miller recalled.

Neither Miller nor Riepe noticed the program or its students treating other students differently because of their majors. “Everyone has respect for each other’s interests,” Miller said.

While there is a definite transition to major-specific classes as a person progresses through college, being involved in the honors program provides an encouraging environment where students can talk about and explore what intrigues them without being put down for it.

Though Riepe has observed that there are stereotypes associated with different majors, she conceded, “I don’t think anyone actually takes them very seriously in the honors program, so it’s not an actual problem.”

The honors community is an environment where people focus on creativity and learning as opposed to competition between disciplines. The variation in majors becomes one of the honors program’s greatest strengths when, as Riepe and Miller have experienced, students respect each other.
Why did you choose here? What are you going to get out of studying here? These are questions every college student receives at some point during their years at the University of Iowa. Many of the UI Honors Program alumni have gone on to achieve successful careers after leaving college, including those who have pursued professions in journalism. While that task may seem daunting, current honors students are working hard in order to succeed.

Achieving success after college can be hard. Here at the Writing University, there are many others who are all hoping for the same careers. It can be hard for students to stand out from the crowd. However, success is possible. And there are many ways for students to chase it.

Lana Zak (00BA) went on to a career in broadcast news after her time studying journalism at the UI. Currently, she works as a national correspondent and anchor for CBS News. While at the UI, Zak was a member of the honors program and believed the program helped her on her path to success.

“The honors program was helpful in so many ways,” Zak said. “It provided me with a home in the middle of this big university, and the relationships that I developed with the staff really propelled me forward.”

Zak encouraged students to be curious and discover more about their passions during their time in the honors program and at the UI as a whole. Students willing to put themselves out there and gain a receptive audience can easily connect with other people. For example, during her time at the UI, Zak and a few of her friends worked together to create a book club centered on books written by graduates of the Iowa Writers’ Workshop. After they read and discussed these books, authors were invited to come and meet with the club members to read a piece of their work.

Outside of the honors program, Zak stressed that her college experience was enhanced by the UI’s
wide breadth of fields of study. When she first came to the UI, she never thought she would one day enter the journalism field, as her primary interest was in political science.

“Lots of people who graduate end up having life take them in a different direction than what they originally thought,” Zak said. “Having the opportunity to study multiple things I was passionate about was such a gift. Iowa allowed me to do that and round out my experience.”

Aside from writing opportunities, there are important tools that can be useful when crafting the perfect story or report. For example, according to Zak, aspiring reporters should be clear when telling their stories.

The key to being a good journalist mainly involves two important ideas. The first is that journalists should see themselves in service to their viewers, readers, and listeners. The other—and often more difficult part—is to try to be interesting. Journalists should take the headline story and dig deeper in order to find something that is unique.

Beyond journalism majors, Zak offered advice to all honors students: “Take advantage of all opportunities and feel free to chase them. This is important to every career. There are few times that you will have so many resources at your fingertips and people who want you to succeed.”

The UI’s wide range of opportunities aided current third-year honors student Jami Martin-Trainor, who is double majoring in journalism and mass communication and political science with a minor in gender, women’s, and sexuality studies.

Martin-Trainor is currently exploring her options for after college, when she hopes to pursue a career in digital production, which is the focus of her work for The Daily Iowan.

Additionally, Martin-Trainor’s writing skills have grown while at the UI. So far, she has participated in two separate journalism internships: at the Cedar Rapids Gazette and with KCCI in Des Moines. During her time at these internships, Martin-Trainor strengthened her digital skills and gained experience working on daily media outlets.

She has achieved success through The Daily Iowan, which she believes is the most useful tool for aspiring journalism students who want to advance their careers.

Although she is deeply engaged in experiential learning—something that honors promotes strongly—Martin-Trainor says her favorite aspect of the honors program is the ability to enroll in honors classes.

“I really like how fun and engaging honors classes are,” Martin-Trainor said. “The students there speak with passion and genuinely care about what they’re learning. I also believe honors courses help you develop learning skills.”

No matter where a student’s specific interests may lie, the UI has a lot of experiences and internship opportunities to offer to aspiring writers and journalists. Students should not be afraid to work with others in order to achieve the most success possible and get fulfillment out of the work they do.
CONTRACTING COURSES

Honors Students Pursue Contracts to Make Any Course Count for Honors Credit

By Riley Dunn

As the time for early registration inches closer, students begin thinking about which courses they will take in the following semester. And — for those in the honors program — there is the added consideration of the honors coursework requirement.

As it turns out, there are different ways to get honors credit. For students who can’t find an honors class to fit neatly in their schedule, honors contracting offers a way to turn nearly any class into an honors class.

An honors contract is an agreement made between a professor and an honors student that usually involves an extra project that the student will complete in order to turn a non-honors class into a course for honors credit.

Sound confusing? It’s actually much simpler than most students realize!

The primary requirements are that the class must be graded and the professor must agree to the contract.

“Really, what we like to talk about with the honors program is that it’s an enrichment program—not a program about doing more work or doing harder work,” Honors Program Director Dr. Shaun Vecera said. “The best honors contract activities reflect that. They give students the opportunity to engage more deeply with their classes.”

Vecera has taught a contracted course in Elementary Psychology for the last five years. The project first began after the honors discussion sections of the class were removed from the University of Iowa’s course selection due to scheduling issues.

Vecera worked with others in the psychology department to make a class that partners with existing elementary psychology courses. The contracted course works as a group honors project where students read and discuss a popular press book that connects to psychological science.

In fall semester, the class read the book Foolproof by Sander van der Linden. The book discusses, in detail, the topics of misinformation, fake news, and conspiracy theories.

The class progresses through...
“Really, what we like to talk about with the honors program is that it’s an enrichment program—not a program about doing more work or doing harder work. The best honors contract activities reflect that.”

the book at the rate of about a chapter a week. “When relevant questions come up or when the chapter overlaps with things that are either going to be talked about in the class or have been talked about, we can spend some time discussing some of those connections,” Vecera said.

Honors contracts also allow students to get to know their professors better.

Honors outreach ambassador and third-year student Natalie Kehrli still talks with the professor of the course she contracted. For her honors contract during her freshman year, Kehrli decided to deeply explore the course Peace-building in a Prison Choir, taught by Dr. Mary Cohen.

This class taught students about prison reform and how it can benefit inmates as opposed to simply locking them up for their crimes. Each student received a pen pal living in prison with whom they wrote letters to throughout the semester to gain a better understanding of what life was like in the prison system.

For her contract, Kehrli created a presentation entitled “Moving Towards Peace: The Complex Questions Surrounding a Broken Justice System in Desperate Need of Change.” The presentation included research on the United States justice system.

Because she was so interested in the topic she was exploring, Kehrli presented her project to members of the Iowa Corrections Board, an accomplishment that required significant preparation. According to Vecera, when beginning an honors contract, students should look into sending an email ahead of time to the course professor or dropping in during their office hours to discuss their project interest.

Apart from earning honors credit, a contract is an invitation to inquisitive honors students to indulge their curiosity. “Honors contracts are good for people who want to do something that nobody else has really ever done before,” Kehrli observed.

Both Vecera and Kehrli emphasized how the contracted project has to be something of interest to the student, as they will be spending additional time and effort outside of class developing their project.

Students should be aware of deadlines when preparing to contract a class, such as the initial honors contract form, which is usually due about five weeks into the semester. Students should keep an eye out for deadlines when considering which courses they may want to contract.

Building schedules can be difficult, but with the right resources and a drive to succeed, UI honors students can achieve something special.
A culture distinctly different from American culture: that's how student Adrianna Prado, a member of the American Sign Language (ASL) Club, described the Deaf community.

For Prado, who is studying psychology and communication sciences and disorders, advocating and creating spaces where ASL is used and celebrated is important because it has not had that space in the past.

For students who are Deaf or learning ASL, there are few opportunities like that of ASL Club. At ASL Club, no speaking is allowed—only sign language. For both Deaf and hearing students, this creates an environment for learning and development of ASL skills and connections.

Beyond academic pursuit, ASL has been a way for Prado to communicate with her family. A younger family member has autism and is nonverbal, so Prado sought out the ASL Club as a way to facilitate her communication with him.

"I'm able to learn more and gain fluency in the language, especially when going to club events," Prado said. "It’s also such a special program since most of the faculty is Deaf."

Prado believes that learning ASL from someone within the Deaf community has been crucial to understanding and being respectful of Deaf culture.

"People on campus are not very familiar with Deaf culture, which is vastly different than even American culture," Prado said. "Deaf culture is a lot more intimate than American culture."

Prado shared there are subtle differences, as well as larger ones. For example, being direct with describing people's appearance is expected, while that may be seen as rude in American culture. Additionally, Prado noted that in the Deaf community, it is more common to simply enter someone's house if they do not answer the door.

Understanding ASL allows Prado to connect and communicate with more people, and she hopes more of her peers will become involved.

"Students should all take an interest in this," Prado said. "It's such a beneficial language and knowledge to possess."

Paige Simpkinson, a third year psychology major with a minor in ASL, is currently an ASL tutor. She
"Students and even community members who are learning ASL are able to learn more about the language, the culture, the community, and the values that come with learning such a beautiful language."

first started learning ASL when she was nine. She began to teach herself after her mother taught her the sign language alphabet. Like Prado, Simpkinson finds ASL Club to be a great opportunity for ASL students to get to know other students in the program as well as get actual experience using the language outside of a classroom setting.

"Students and even community members who are learning ASL are able to learn more about the language, the culture, the community, and the values that come with learning such a beautiful language," Simpkinson said.

Simpkinson explained the purpose of signifying Deaf with a capital D, and the difference between “Big D” and “Little D” in the Deaf community. Big D and Little D are two identities held in the Deaf community, although they don’t represent the full range of identities held within that community.

Big D are those who identify with the Deaf community as they experienced hearing loss before learning spoken language, whereas Little D deaf are those who identify more with the hearing community as they have experienced spoken language. Understanding these aspects and identities of the community is just one way that students enhance their learning through ASL Club.

Simpkinson hopes there will be more opportunity for those who have grown up with ASL to interact with ASL learners in natural contexts outside of ASL Club. “There isn’t a large and robust Deaf community in Iowa City, but interacting with native ASL users is by far the best way to really skyrocket your fluency and receptive skills in ASL,” Simpkinson said.

For an additional perspective about the Deaf community, in Honors Publications, see Annalisa Cinkay’s persuasive essay, “Listening Beyond What One Can Hear,” in the 2023 Honorable Works (p. 24-27).
INVESTING IN SUCCESS

Honors Scholarships reward student passion and drive

By Elizabeth Von Loh

Are you trudging through the mire of scholarship hunting, wondering where best to spend your time? Or do you have no idea where to begin at all? A good place to start is the University of Iowa Honors Program Scholarship Portal.

Each year, an individual student can receive an honors scholarship ranging from $1,000-$5,000. According to Honors Scholarship Coordinator Candice Wuehle, the program awarded a total of $135,800 in scholarships plus about $30,000 in experiential learning grants last year.

Beyond their monetary value, these scholarships support recipients in their academics, extracurriculars, and personal growth.

Justine Spooner, a third-year exercise science major, hails from Cherokee, Iowa, a town with just over 5,000 residents. Cherokee is so small, she noted, she even visited her teachers’ houses on nights before exams.

Spooner received the Richard Tyner Scholarship, which provides financial support to students who graduated from a high school in rural Iowa.

Despite the population difference between her hometown and the University of Iowa’s 33,000 students, Spooner said she felt a sense of home upon setting foot on campus. Her scholarship provided additional impetus for that feeling.

“Being far from home and being on this big campus when I’m used to small communities, it really makes a difference feeling like you’re supported,” Spooner explained.

Coming from a small town, that individual recognition mattered. “I was so shocked,” Spooner said on receiving her scholarship. “It really just makes you so happy for all the work you’ve done to deserve something like [the scholarship]. At the same time, you’re so grateful that somebody you don’t know is so willing to support your education and your dreams.”

Spooner felt this support firsthand when she met Richard Tyner himself. The honors advisory committee organized a dinner and invited her and other scholarship recipients, which presented her the opportunity to meet her donor personally.

She came away from the experience feeling a palpable support, which she will carry into the future. Spooner plans to go to graduate school for physical therapy, and...
anything to “minimize the [college] debt now” is a win in her books.

Mitch Winterlin, a fourth-year student studying psychology and social studies education, is a recipient of the University of Iowa Honors Fellowship. This award recognizes especially curious and motivated honors students.

Navigating the scholarship search can be intimidating. Winterlin explained that, as a first generation student, he was presented with unknowns before even starting college. According to him, the honors scholarship portal provided a useful, centralized place for his search.

His specific scholarship offers students more than financial aid: The fellowship provides an intricate support system. He and other recipients participated in a seminar together during their first semester, where they reflected on what service means for the community.

“The thing I loved about the scholarship was that it wasn’t just, ‘I’m gonna give you this money, and that’s it. Thanks for being a good student’,” Winterlin said. “It’s more like ‘Oh, you’re a great student? We actually want you to get together with other great students and see what change you can make on campus.’”

That community and support has been invaluable to his college experience.

Through its seminar, the fellowship created a community that tied him into the honors program more substantially. Though these students were in different majors, Winterlin recognized that, like him, these students were “passionate about what they were doing.”

For a student like Winterlin, who has been certain he wanted to be a teacher since the third grade, that shared motivation was crucial.

“I’m constantly trying to strive in my academics and personal life and all my other involvements, and [the honors program] has given me this sense of an extra push and support at the same time,” Winterlin said.

Winterlin has utilized that push and support to build a repertoire of experiences, including serving as student body president of Undergraduate Student Government, vice president of equity for the Homecoming Council, and founder of Paws at Iowa, a therapy dog club.

Though their scholarships no doubt supported their deep and varied engagement, Spooner and Winterlin’s passion and drive—qualities prized by these awards—are just as important to recognize.

These scholarships represent a fraction of the awards the honors program offers its students. Luckily for you, the scholarship portal is open until Feb. 26, 2024. Check out the “Scholarships & Awards” tab on the honors website for information on available scholarships, and then apply at scholarships.uiowa.edu!
There are many paths an honors student may take after finishing an undergraduate program. One that can be especially difficult to navigate is graduate school.

Students may be interested in graduate school because of the opportunity to do specialized research or work in a chosen field. Those interested in academia will likely go to graduate school in preparation for a lifetime of scholarship.

Unlike an undergraduate program that emphasizes experience in many different areas, graduate programs have a more specific focus and stricter requirements. In graduate programs, students learn from faculty members who have similar research interests, gain experience doing field work, and develop skills that will be useful for a potential future career.

Important factors to consider when deciding if graduate school is the best option are cost, time and effectiveness. Many programs are expensive and, although requirements vary, graduate programs may require several additional years of school. For some, working in their field directly is more useful for gaining hands-on experience that may shape a possible career path.

Hannah Franke, a third-year honors student studying psychology and linguistics, became interested in psychology and linguistics early on and discovered the research opportunities available at their intersection. Although she hasn’t begun the process of applying to graduate school yet, Franke is considering a future PhD in linguistics so that she can become an academic researcher. “It’s been invigorating to learn how to ask questions that lead to new discoveries and more questions,” Franke said, noting her work as an undergraduate research assistant.

Franke’s hands-on experience at Iowa has reinforced her long term interest in becoming a university professor. “My experiences at Iowa have confirmed those passions abundantly,” she said. “I really feel like academic research is the right place for me.”

Kayla Whitworth is a third-year honors student on the pre-law track studying English and environmental policy with a certificate in sustainability. She is interested in the UI’s Master of Science in sustainable development, a program built on community-engaged projects and professional development experience. Whitworth intends to apply through the undergraduate-to-graduate program, a track that allows undergraduate students to transition to graduate classes during their last year of study. Interested students’ applications signal their interest in the program and then, if accepted, they receive a graduate degree through an accelerated timeline.

After graduate school, Whitworth plans to work in environ-
mental policy. She sees water and wellness as the two primary issues impacting local communities now. Whitworth believes agricultural runoff, a major pollutant, often requires legislation to ensure groundwater stays clean.

Although graduate school can offer unique opportunities, the decision to go to graduate school is a complicated one. Whitworth observed that the prospect can be overwhelming for students who feel pressure to make a commitment to a particular career path, and she stressed that there is often important work that students can do without a graduate degree if they choose to explore routes outside of academia.

The honors program’s emphasis on connecting with staff and faculty is helpful to students like Whitworth in coming to an informed decision about future plans. Whitworth said she has appreciated the ability to work closely with faculty mentors and talk through the pros and cons of different graduate programs. Their knowledge has been helpful in comparing different graduate programs and choosing a path post-graduation.

After graduation, honors students will have a plethora of experiences available to them. With the support of staff and faculty mentors, graduate school can be one of many fulfilling opportunities.

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**IS GRADUATE SCHOOL RIGHT FOR YOU?**

**PLANNING**
- How will graduate school help you achieve your educational goals?
- Is your background and experience appropriate for your desired program?
- Talk to faculty in desired field to learn more!

**RESEARCH**
- Research programs
- Schedule a visit to learn more about programs
- Track application deadlines and requirements
- Investigate finances applicable to each program
- Look into gap year programs and jobs as a parallel plan

**APPLYING**
- Gather application materials including tests, letters of recommendation, and transcripts
- Write a personal statement
- Prepare for interviews
- Keep track of deadlines for individual programs

**TIMELINE**
- Junior year - Research
- Summer before and senior year - prepare and apply
- Application preparation - 3 months before application due date
- After application - prep for interviews, stay involved on campus, research finances, wait for acceptance
MEET THE TEAM
Honors student writers and editors at your service

Holly Blosser Yoder
As honors advising director, Holly supervises the honors peer mentors and also serves as the advisor to Honors Publications. In this role, she works with the student editors and writers who produce the Honors Newsletter, Alumni Connection and many articles on the Honors Program blog.

Ryan Cavanaugh
Ryan Cavanaugh is a fourth-year student from Chicago, Illinois. They are studying American studies and theatre arts with a minor in cinema, and are a member of the A. Craig Baird Debate Forum at Iowa.

Hannah Cargo
Hannah is a third-year student from the Dallas–Forth Worth area in Texas. She's majoring in creative writing and environmental planning and is enjoying her time in Iowa. Hannah hopes to make the world a better place (and maybe have some fun while doing it).

Sophia Connolly
Sophia Connolly is a first-year student at the University of Iowa majoring in journalism and mass communication. In her free time, she enjoys listening to music, drinking coffee, and hanging out with friends in Iowa City.

Riley Dunn
Riley Dunn is a first-year student from Pittsburgh, Pennsylvania, who plans on majoring in English and creative writing. In her free time, she loves reading, writing, swimming, and traveling to new and exciting places.
Beth Hendricks
Beth Hendricks is a first-year majoring in English and creative writing. While she loves fiction, the world of journalism also interests her. When she isn’t in class, she can be found in downtown Iowa City drinking coffee, watching “Gilmore Girls”, and petting dogs.

Josephine Geiger-Lee
Josephine Geiger-Lee is majoring in English and creative writing as well as journalism and mass communication, and is pursuing a certificate in event management. She is in her third year at the University of Iowa.

Elizabeth Von Loh
Elizabeth Von Loh is a second-year English and creative writing major on the publishing track. She is also earning a Certificate in Medieval Studies and a religious studies minor. During her time in Iowa, Elizabeth plans to nourish her craft by working on campus literary magazines and hanging out in Prairie Lights.

Emma Gaughan
Emma Gaughan is a second-year studying psychology and criminology. She is pursuing a writing certificate. In addition to writing for Honors Publications, she also writes at The Daily Iowan.

Colin Votzmeyer
Colin is a third-year student from Mount Prospect, Illinois, majoring in journalism and mass communications with minors in history and sports studies. In his time at the University of Iowa, he hopes to perfect his writing skills for a career in sports writing.
The financial support we receive from our alumni and friends is given back directly to our students in the form of scholarships, professional development opportunities, and stipends for students to study abroad. Your gift directly affects the lives and careers of honors students.