

Honors 495
Spring 2004

Instructors:

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| <p>Cynthia Franklin, Ph.D. Department of English Kuykendall 224 956-7884 cfrankli@hawaii.edu</p> <p>Office hours: T 9-10:15, Th 8:15-9:30, and by appointment</p> <p>Seminar Room: KUY 210</p> | <p>Vincent Pollard, Ph.D. Asian Studies Saunders 720 944-6479 pollard@hawaii.edu www2.hawaii.edu/~pollard/</p> <p>Office hours: Th 10-12 and by appointment, in Sinclair Library</p> <p>Seminar room: SAKAM B107</p> | <p>Petra Lenz, Ph.D. Bekesy Laboratory of Neurobiology Pacific Biomedical Research Center 1993 East-West Rd., Rm. 204 956-8003 petra@pbrc.hawaii.edu</p> <p>Office hours: T Th 12:30-1:15</p> <p>Seminar room: SAKAM A101</p> |
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GOAL: The general goal for this course is to prepare you for the task of successfully completing the Senior Honors Project (HON 496), a one- or two-semester, independent course of study which allows honors students to investigate a topic under the supervision of a faculty adviser. HONORS 495 provides you with the opportunity to discover a topic for the Senior Honors Project or to refine and develop a topic if you already have one in mind. You will be expected to submit as a *minimal* final assignment for the course a proposal for the work to be conducted in HONORS 496. You will work toward the end-of-semester deadline to submit the best twenty pages of written work possible on your chosen project.

METHODS: This course is pragmatic, designed to give you the experience necessary to complete independent research. Lectures will be minimal; instructors will provide guidance and offer suggestions. You will complete a structured set of assignments designed to help you define and develop your project. Guest speakers will share their experiences and answer questions. We will spend time at the library learning to use the resources there, and you will learn how to access and use other research resources as well. Revision (both as a re-thinking and as a re-writing process) will be integral to your work in this course.

REQUIREMENTS: In addition to completing all of the course assignments, you are required to attend class on-time and on a regular basis. You are responsible for any and all assignments made in your absence. Missed classes can negatively effect your evaluation. More than 5 missed classes or scheduled conferences may result in a "no credit" designation for the course. If you miss more than two classes in a row, or if you have accumulated more than four absences, it is crucial that you check in with one of us immediately and let us know what is happening (though you need not provide details if doing so would compromise your privacy). If you contact us in a timely fashion, this will allow us to discuss if and how any missed work can be made-up.

EVALUATION: Evaluations will be based on the progress made during the semester in developing a thesis project. As part of an assessment of your progress, we will evaluate your

course assignments. We also will consider your attendance and class participation. At the end of the semester, we will write up a final evaluation narrative that assesses your progress through the semester. This evaluation will be a factor in determining the final designation with which you will graduate (No Honors/Honors/High Honors/Highest Honors). Please note that any act of plagiarism (using work that is not your own without proper acknowledgment—see below) may constitute grounds for “no credit” in the course.

BOOK TO PURCHASE: Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 2003. *The Craft of Research*. Chicago: University of Chicago Press.

KOKUA: If you have any disabilities that might affect your school work, KOKUA is a confidential service for students with disabilities that is available to offer assistance to you. KOKUA is located in Student Services Center #013; the phone number is 956-7511.

CALENDAR OF ASSIGNMENTS

| <u>Assignment</u> | <u>Date Due</u> |
|----------------------------------|-----------------|
| 1. Information form | January 15 |
| 2. Abstract | January 20 |
| 3. Bibliography | February 12 |
| 4. Thesis Map | March 2 |
| 5. Research Proposal | March 4 |
| 6. Working Bibliography | March 9 |
| 7. Abstract for Symposium | March 31 |
| 8. First Draft of Proposal | April 6 |
| 9. Poster and Oral Presentations | April 24 |
| 10. Final Draft of Proposal | May 4 |

Note on academic ethics: One important consideration when writing assignments is **plagiarism**. For your information, the University of Hawai‘i Student Conduct Code defines plagiarism as follows:

Plagiarism includes but is not limited to submitting, in fulfillment of an academic requirement, any work that has been copied in whole or in part from another individual’s work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another’s idea and particular phrasing that was not assimilated into the student’s language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved; or “drylabbing,” which includes obtaining and using experimental data and laboratory write-ups from other sections of a course or from previous terms.

Any student who plagiarizes in this course will immediately receive a failing grade and will be referred to the Dean of Students. One easy rule of thumb to keep out of harm’s way in this area: if you’re not sure, cite it!

SCHEDULE FOR HONORS 495 (SP 2004)

[subject to revision]

| <i>Week</i> | <i>Class Groups</i> | <i>Theme</i> |
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| 1 st week: day one [Jan 13] | 1 | <u>Walk-through of syllabus and timeline.</u> Introduction of faculty, students and their research interests. |
| 1 st week: day two [Jan 15] | 1 | <u>Arguments, Paradigms, Scholarship</u> <ul style="list-style-type: none"> • <u>Reading prior to class:</u> Kuhn, Thomas S. 1962. <i>The structure of scientific revolutions</i>. Chicago: University of Chicago Press. [Selections] • <u>ALSO:</u> <i>Craft of Research</i> preface through chapter one • <u>Assignment due:</u> Information Form # 1 Q and A for previous 495 Honors students: DOs and DON'Ts for the semester |
| 2 nd week: day one <div style="border: 1px solid black; background-color: #cccccc; padding: 5px; width: fit-content; margin: 5px auto;"> Individual conferences this week </div> | 3 | <u>Writing an abstract:</u> from topic to abstract or proposal. <ul style="list-style-type: none"> • <u>Reading prior to class:</u> <i>Craft of Research</i> Chapters two and three • <u>Assignment due:</u> Abstract (300 words) Form # 2 |
| 2 nd week: day two [Jan 22] | 3 | <u>Conceptualizing bibliographies;</u> how they grow; modes of initially reading sources, primary and secondary sources, finding the wheat in the chaff. <ul style="list-style-type: none"> • <u>Reading prior to class:</u> <i>Craft of Research</i> Chapters four and five |
| 3 rd week: day one [Jan 27] | 1 | <u>Library:</u> general “geography”/ spatial organization; other first floor items |
| 3 rd week: day two [Jan 29] | 1 | <u>Library:</u> searching from the computer terminal |
| 4 th week: day one [Feb 3] | 1 | <u>Library:</u> online resources; data bases |
| 4 th week: day two [Feb 5] | 1 | <u>Conceptualizing bibliographies;</u> reading and organizing sources. Experimental: using databases, evaluating statistics. |

| <i>Week</i> | <i>Class Groups</i> | <i>Theme</i> |
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| 5 th week: day one Individual conferences this week | 1 | Panel discussion |
| 5 th week: day two [Feb 12] | 3 | Note taking AND producing a literature review – how to stay organized. • Assignment due: Bibliography Form # 3 |
| 6 th week: day one [Feb 17] | 3 | Good questions = good research. From thesis statement to research proposal • Reading for class: <i>Craft of Research</i> Chs. 7-8 |
| 6 th week: day two [Feb 19] | 1 | Presentations: 1-minute presentations (students in small groups have one minute to present; one minute to re-present a colleague's work). • Reminder: prepare one minute oral summary of your project • Reading prior to class: <i>Craft of Research</i> Ch. 13 |
| 7 th week: day one [Feb 24] | 1 | Library Work • Prepare questions for librarians |
| 7 th week: day two [Feb 26] | 1 | Structuring the draft, with some examples from completed Senior Projects. • Reading prior to class: <i>Craft of Research</i> Ch 11 • Prepare short presentation of two sources from your bibliography and discuss how they inform your project Open discussion on current problems. |
| 8 th week: day one Individual conferences this week | 3 | Organizing a draft: writing your strong points, or the collage effect. Outlines from abstracts. Citations: form and function. • Assignment due: Map your thesis argument Form #4 |
| 8 th week: day two [Mar 4] | 1 | Roundtable discussion: DOs and DON'Ts for oral presentations; current problems and possible solutions. VISIT FROM HUMAN SUBJECTS. • Assignment due: Research Proposal (1000 words) Form #5 |

| <i>Week</i> | <i>Class Groups</i> | <i>Theme</i> |
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| 9 th week: day one [Mar 9] | 1 | Roundtable discussion: DOs and DON'Ts for oral presentations; current problems and possible solutions. • Assignment due: Working bibliography Form #6 |

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| 9 th week: day two [Mar 11] | 1 | <u>2-minute presentations</u> in front of class with feedback |
| 10 th week: day one [Mar 16] | 1 | <u>2-minute presentations, cont.</u> |
| 10 th week: day two [Mar 18] | 3 | <u>Sources: how other literatures inform the thesis project</u> <u>Proposal discussion</u> |
| SPRING RECESS [March 22-26] | | [schedule <i>fun</i> as counterweight to writing the draft!] |
| 11 th week: day one [Mar 30] | 1 | <u>PANEL DISCUSSION with Faculty</u> |
| 11 th week: WED [Mar 31] | | Abstract Submission Deadline for Symposium <ul style="list-style-type: none"> • <u>Assignment due: ABSTRACTS</u> |
| 11 th week: day two [Apr 1] | 1 | <u>Using PowerPoint (Meet in KUY 206)</u> <u>Creating a poster presentation: DOs and DON'Ts</u> <ul style="list-style-type: none"> • <u>Reading prior to class: Craft of Research Chapter twelve</u> • <u>Also: tour websites on poster presentations:</u> http://www.lcsc.edu/ss150/poserat.htm http://www.lcsc.edu/ss150/posterswhy.htm http://www.lcsc.edu/ss150/posterhow.htm http://www.lcsc.edu/ss150/gallery.htm http://www.lcsc.edu/ss150/FAQ.htm http://www.lcsc.edu/ss150/posterres.htm http://www.lcsc.edu/ss150/poster.htm |
| Week | Class Groups | Themes |
| 12 th week: day one [Apr 6] | 1 | <u>Students' Oral Presentations</u> [four students asked to go first: discussion after] <ul style="list-style-type: none"> • <u>Assignment due: First Draft Form # 7</u> |
| 12 th week: day two [Apr 8] | 1 | <u>Students' Oral Presentations</u> |

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| 13 th week: day two [Apr 15] | 1 | <u>Students' Oral Presentations</u> |
| 14 th week: day one [Apr 20] | 1 | <u>Students' Oral Presentations</u> |
| 14 th week: day two [Apr 22] | 1 | <u>Students' Oral Presentations</u> |
| 14 th week: SAT [Apr 24] | | <u>East-West Center Symposium</u> <ul style="list-style-type: none"> • <u>Assignment due: Poster and Oral presentations</u> |
| 15 th week: day one [Apr 27] | 0 No meeting | <u>Writing: final draft</u> |
| 15 th week: day two [Apr 29] | 0 No meeting | <u>Writing: final draft</u> |
| 16 th week: day one [May 4] | 1 | <u>Wrap-up/evaluations</u> <ul style="list-style-type: none"> • <u>Assignment due: Final Draft Form # 8</u> |
| | | Finals week: no final except a final conference! |

Honors 495 – Spring 2004
Assignment #1 - DUE: Jan. 15

Please type or clearly write your responses and attach a copy of your resume to this form

LAST NAME, FIRST NAME:

E-MAIL ADDRESS:

PHONE NUMBER(S):

PAGER:

MAJOR:

PLANNED DATE OF GRADUATION:

SPECIFIC AREAS of INTEREST:

THESIS TOPIC/TITLE (if decided upon):

NAME, DEPT., TELEPHONE NUMBER, E-MAIL OF ADVISER (if decided upon):

PREVIOUS RESEARCH EXPERIENCES (include participation on research projects, presentations, research reports and publications):

OF WRITING INTENSIVE COURSES TAKEN: __ 0 __ 1-4 __ 5 or more

HOW DO YOU THINK THIS COURSE CAN HELP YOU WITH YOUR SENIOR HONORS PROJECT?

WHAT DO YOU THINK WILL BE MOST DIFFICULT ABOUT COMPLETING A SENIOR HONORS THESIS (choosing a research problem, staying organized, research, writing, etc...)?

(OVER)

Describe your idea/topic for your Seniors Honors Project, however, vague it is at the moment.

Honors 495 – Spring 2004
Assignment #2 - DUE: Jan. 20
1st Statement in Abstract Form

Length: @ 300 words (single page)

Write a one-page proposal in abstract form. It will function as an initial research plan of your eventual Senior Honors project. This abstract will guide your research and allow you to succinctly communicate with us (faculty and fellow students), your adviser and other resource staff. It should make it easier for you to get assistance from your colleagues, faculty and librarians.

The abstract is a short written formulation of what you envision your project to be: describe the topic, what question(s) do you intend to address, why is/are the question(s) important, and what methods or techniques will employ to answer your question(s). If already possible, provide additional information about your expected findings and implications. Don't worry about specific details. Focus on the big picture.

The abstract's primary function is to make you formulate the nature of your project as precisely and concisely as possible (300 words max.). For samples of abstracts, consult Senior Theses, Dissertation Abstracts Index, journals in your disciplines. In addition some disciplines publish abstract or research for the year (e.g., Biological Abstracts). All are in Hamilton Library. Some journals make their abstracts accessible via the Internet.

Here are some suggestions to consider when composing this abstract:

First sentence: Write a direct, clear statement of what you expect to demonstrate in your research paper. When writing this sentence, you might find it helpful to start of with: "In this paper I will show that ...". Then cut this intro off the sentence at some point in the revision process.

Example: Although daycare has increasingly received both overt and indirect (tax deductions) government support, the conditions imposed have at times amounted to legislative attempts to declare what an acceptable family is.

Middle sentences: Give some idea of the method you plan to employ; in other words, the way you will focus your topic. Obviously you could write a great deal on any topic: how are you restricting the range for which you are responsible?

Example: Nowhere is this fact more apparent than in the original design for the A+ after school program, which gave a lower priority to students if one of their parents was not employed in a full-time job outside the home. In this paper, I will look at what this policy suggests about the Hawai'i program's apparent devaluation of "women's work" or home making.

Concluding sentence: Indicate what text materials you expect to be using, and what kind of sources you plan to consult, to support your project and to carry out your plan. Selection and range are both important here.

Example: By examining the original and current restrictions on eligibility for the A+ program, and the most important research into the condescending attitude toward women who do not hold "real" jobs, I will assess just how fair the A+ program's regulations currently are, and propose some changes which would remove whatever prejudice might lie in the program's operations.

Honors 495 – Spring 2004
Assignment #3 - DUE: Feb. 12
Bibliography: An Initial Listing of Resources

Length: 3 or 4 pages

A working bibliography allows you to keep relevant information handy in one place for easy access; it should be a one-stop place for relevant bibliographies, publications, manuscripts, data bases, maps, audiovisual resources, and any other reference sources pertinent to your discipline in general and to your topic in particular.

In order to make a bibliography work efficiently, you must be consistent, complete and accurate in entering the citation. Make a habit of doing it correctly the first time. Remember that this bibliography is the first version of the bibliography that will become part of your research proposal for this course and part of your Senior Honors Project. Knowing that your citations are correct the first time means that you do not have to expend effort later double-checking. Now is the time, therefore, to make sure you have unlimited access to a documentation manual that is authoritative in your field: purchase one or copy the relevant pages from the library's copy.

For this assignment, you will assemble an initial list of resources that will be relevant to your discipline in general and (in so far as you can know right now) to your topic in particular. Remember that it is useful to list in one place both the general and the particular even if you are relatively certain of your topic. The emphases within a topic can easily shift as you work through the research, and having general resources to (re)turn to will save time.

Though your individual bibliographies will differ greatly depending on the discipline, in this initial listing of resources, you should attempt to put together the following:

1. The best generalized bibliographic resources for keeping up with your subject area. These databases will often be both in print and online. Describe each one with a sentence so that when you refer back to the list, differences will be readily apparent.
2. At least five periodicals/journals which focus on your subject. In a sentence note which ones seem likely to be most useful.
3. Eight of the ten most influential books, reference works or reviews on your subject which have been published in the last thirty years. For each entry, add a sentence to indicate why it is important.
4. At least five articles published in the last ten years – again with a sentence to note for your future reference why they strike you as important.
5. A short list of the internet addresses of resources available on your subject that are not the generalized databases to be found in category one. Add a sentence to indicate your sense of relative importance
6. Finally, consider what other resources might be useful for your topic: interviews? special collections? videos? government documents? maps? ... This one is the miscellaneous category, which may be critical to some of you.

Please provide full bibliographic information for each resource. If you wish, you may even add the call number for the books and periodicals so that you may relocate a specific item later.

What you will have at the end of this first gathering of resources is an overview of what materials are available for use in your general subject area. You should also be able to establish a good beginning on the particulars of your topic.

Remember that you are doing this assignment for yourself first: make it useful to you; get the bibliographic information in correct and complete form. Also, do not be limited by the parameters of the assignment: the categories are general ones to get you started on the process of segmenting resources. You might add or elaborate as you think about your topic; the number in each category is a starting point: if your topic is strong in one, then you will want to spend more effort there than required.

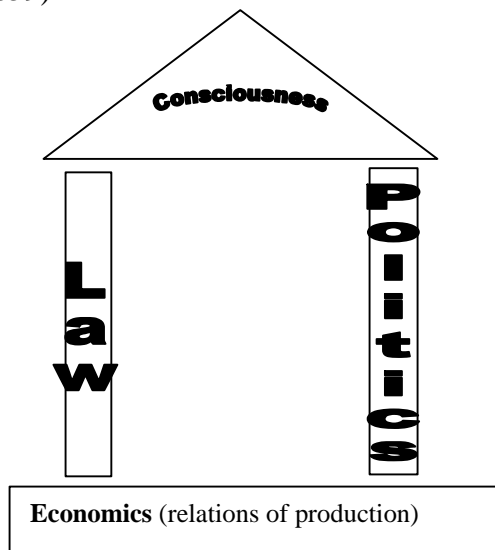
Honors 495 – Spring 2004
Assignment #4 - DUE: Mar. 2
Map your thesis argument

Organizing a thesis argument can be done in numerous linear representational forms. Outlines partition an argument into various subcategories, offering a conceptual summary of the argument and its structure from introduction to conclusion. Bullet points offer a list of essential steps in the argument.

A conceptual map can provide a different perspective by representing multiple causal relationships simultaneously. Maps of this sort can offer a spatial means to recognize important issues and smaller arguments, and the ways that they combine to substantiate the thesis argument. They can also permit the exploration of metaphors and other tropes essential to the explanation of the thesis.

Consider perhaps the most famous of conceptual maps by Karl Marx that has been again recombined into linear narrative:

In the social production of their existence, men inevitably enter into definite relations, which are independent of their will, namely relations of production appropriate to a given stage in the development of their material forces of production. The totality of these relations of production constitutes the economic structure of society, the real foundation, on which arises a legal and political superstructure and to which correspond definite forms of social consciousness. The mode of production of material life conditions the general process of social, political and intellectual life. It is not the consciousness of men that determines their existence, but their social existence that determines their consciousness. –Marx, Preface to a Contribution to the Critique of Political Economy (1859)



The idea of a “real foundation” that supports a “legal and political superstructure” raises important theoretical questions of the relationship between economics and social existence. Conceptual maps such as the one on the left might turn this linear narrative back into architectural/spatial forms in order to ask questions about its meaning. Here, for example, it might become apparent that consciousness is more than derivative of the economic base; it might also stabilize the “walls” of law and politics and thus have an autonomous life of its own.

Draw a conceptual map that helps you explore, understand, and explain your thesis argument.

Honors 495 – Spring 2004
Assignment #5 - DUE: Mar. 4
Research Proposal in Abstract Form

Length: no more than 1000 words

This assignment is meant to provide you with the opportunity to write up, in as much detail as possible, an up-to-date and comprehensive statement of what you have been doing and what you plan to do on your project. You will be refining and expanding your first statement of proposed research.

Because you are still at the beginning stages of your project, this statement is a proposal and not an abstract of accomplished work. Remember that you are completing this assignment for yourself first. You are producing a progress report of where you are now in the research cycle, and where you must go next. You should state a hypothesis, offer a description of methods to be employed, data to be collected, and make a statement on expected results or tentative conclusions. The assignment is meant to force you to try to articulate a framework for your whole project, no matter how sketchy the result.

The format of the write-up should look something like the examples accompanying this handout. These are abstracts from outlining projects that have been funded by NSF. Note that in each case, the author(s) try to make it clear in very few words what is going to be accomplished and how. These abstracts are also substantially shorter than 1000 words, so you have the opportunity to be more specific, and add details about what you are going to do.

The format of your write-up should be: title, your name, major, followed by your text, lastly add “Keywords” followed by 4-5 terms that describe the subject of your research. If you have progressed significantly in your research, indicate in the write-up that this is “research-in-progress” as opposed to “proposal”.

If you have questions ask!

Honors 495 – Spring 2004
Assignment #6 - DUE: March 9th
A working bibliography with annotations

Length: variable (at least 3 to 4 pages)

Recall the function of a working bibliography from the first bibliography assignment: a one-stop place for relevant bibliographies, publications, manuscripts, data bases, maps, audiovisual resources, internet resources, and any other reference sources pertinent to your discipline in general and to your topic in particular.

The difference between that first assignment and this one is that now you should drop the items relevant in general to your discipline and focus on references pertinent to your topic in particular.

This bibliography should reflect where you are in your reading of materials that you gathered last month: if an item you reviewed from that list was irrelevant, it should not appear in this one. If the item remains relevant (or if you are not sure), it should remain in the list **AND IT SHOULD BE ACCOMPANIED BY A BRIEF ANNOTATION** which indicates your judgement of the item thus far. If you have not yet read an item, you should make a note of that fact. In this way, your bibliography at a glance will tell you what you need to read and what you think of what you have already read.

Because this bibliography is specific to your topic, there are no requirements for categories to organize the items as there was in the first bibliography. However, you should look for ways to cluster the items according to the important segments of the topic that have thus far become apparent to you. As you continue to read and collect resources and think about your topic, these clusters or categories of items will change. The bottom line in organizing your working bibliography from now on should be to create categories that make it easy for you to retrieve specific items. As your bibliography grows in size, this ability to look into sub-categories (instead of looking every time into one giant category) will help you to establish the elements of your topic.

N.B. In order to make a bibliography work efficiently, you must be consistent, complete, and accurate in entering the citation. Make a habit of doing it correctly the first time.

Honors 495 – Spring 2004
Assignment #7 - DUE: April 6th
First Draft of Proposal/Project

Length: as close to 20 pages as you can

After reading and taking notes and making outlines and abstracts, you should immediately start writing pieces of your research, even if it is “only” a report or a literature review of what others have said about the topic. We have stressed in class that writing up the project, even in a preliminary, proposal format, is not likely to be similar to term papers. The Senior Honors Project is more complex, and writing a complete rough draft will take up most of the next few weeks. So, if you have a well-thought-out outline that will present the framework of the whole project, writing this draft can take the form of a “divide-and-conquer” tactic: write up as fully as possible those portions of the outline that you can. Present the others in an “underwritten” form so that the logic of the argument is apparent, even if the details are not.

Your peers in HON495 should be considered as the target audience. As you write your proposal remember to define terms and consider your peers when deciding how to make the proposal interesting to your readers. The final proposal still needs to be quite detailed, so sections will include technical details that may be beyond a general audience. This is OK, as long as the objectives and logic of your study are understandable.

Your rough draft should be double spaced and include:

- 1) A **cover letter** in which you give us a preview or executive summary of what is coming. Beyond a summary you can make the letter function in a number of ways. For instance, you can highlight what you wanted to accomplish in the draft. You can also ask us what you want us to look for as we read, that is what concerns you have in particular so that at least part of our feedback is focused where you think it ought to be.
- 2) **Title page** with title, name, major, e-mail address
- 3) **Table of contents** - functionally this is your outline, so if it is more detailed than a true table of contents is, fine. The idea here is to show in brief the conceptual whole of the project.
- 4) The **body** of the paper, sections clearly indicated, both developed and “underwritten.”
 - a) **Introduction** – should start with a succinct statement on what you will accomplish for your project. This could be a question, a hypothesis, a thesis statement or a specific objective. It should also highlight the motivation for the study. Approximate length of this section: 1 page.
 - b) **Background and Significance** – will have the literature review. This section should clearly demonstrate to the reader why your project is important and/or how it fits into the “bigger” picture. This will be part of the significance of your project, and should tie into your introduction. Use sub-headings for this section to break it up for the reader. It is OK to have underwritten sections, just make sure they are in the body, so the logic/organization of your proposal is clear to the reader.
 - c) **Project Design** – is a description of your proposed project. It should include a logical description on how you are going to accomplish what you set-up in the introduction. This section will address issues of procedure or methodology and of theory, paradigms, or models. In this section, you need to describe what and how you will be doing your project and why. Details of laboratory, field, or any other research procedures may appear in the appendices so that your writing will strike a

careful balance in themes and will flow easily. If certain procedures are essential for the reader to understand your proposed project, then they need to be described in this section.

- d) **Pilot Work** – includes any preliminary work that you have done on the project. This section could precede Project Design if it seems to make it easier for the reader to understand your proposed project. This section may include some preliminary writing for the creative projects, or it may include results from laboratory experiments, or a progress report on what you have already accomplished. Presentation of preliminary results are enhanced by an attractive presentation, which might include a graph, table, picture, schematic, etc... This is also a good section to demonstrate that you are able to overcome technical obstacles that might keep you from successfully completing your project.

- 5) **Next Step** - what in your mind are the tasks that you need to accomplish for the final draft?

- 6) **References**

- 7) **Timeline** – you have this semester plus one year to complete your project. It is not too soon to think about what you will be accomplishing when, so that you have a finished honors thesis by the end of Spr05. The timeline should include target dates for:
 - abstract due date (4/3/05)
 - symposium (4/27/05)
 - completion of proposal (5/7/05)
 - preliminary tests/development of methodology
 - completion of experiments/surveys/components of creative projects
 - repetition/improvement
 - data analysis and presentation (graphs, tables, ...)
 - writing (additional library research) of honors thesis
 - polishing
 - review by adviser
 - polishing
 - public presentation of honors project
 - final submission of honors thesis (Spring 2005)

- 8) **Appendices** – If for reasons of balance your section on project design made references to appendices, you fill in the reader here. Be specific, and include sample surveys, experimental protocols, copies of key databases (indicate source), etc... Appendices should be labeled in Roman numerals. They should enhance your presentation, but not be essential for the understanding of your proposed project.

Honors 495 – Spring 2004
Assignment #8 - DUE: May 4th
Proposal/Project

Length: 20 pages

In this assignment you will take your first draft and take it to the next step. This is your opportunity to critically review and improve your proposal. Some of you had very preliminary first drafts, in which case the final draft will require substantial work, including extensive library research, addition of sections, development of methodologies. Remember you need to be an expert in your field. Suggestions on how to improve the proposal include:

- 1) **Incorporate comments from instructor(s)**
- 2) Polish the writing
- 3) Refine research question/objectives/thesis statement
- 4) Background – improve focus, increase number of references
- 5) Proposed research – develop logic behind your research approach, show that you understand the strengths and pitfalls of your methodology
- 6) Add tables, figures, drawings as appropriate to better explain your points
- 7) Add pilot data/sample writing if you have any

Similar to the first draft, the final proposal should be double spaced and include:

- 9) A **cover letter** in which you give us a preview or executive summary of what is coming.
- 10) **Title page** with title, name, major, e-mail address.
- 11) **Abstract**, a copy of the final one submitted to the symposium (unless you have changed your thesis since then).
- 12) **Table of contents** - show in brief the conceptual whole of the project by listing the major sections.
- 13) The **body** of the paper, sections clearly indicated, both developed and “underwritten.”
 - a) **Introduction** – should start with a succinct statement on what you will accomplish for your project. This could be a question, a hypothesis, a thesis statement or a specific objective. It should also highlight the motivation for the study. Approximate length of this section: 1 page.
 - b) **Background and Significance** – will have the literature review. This section should clearly demonstrate to the reader why your project is important and/or how it fits into the “bigger” picture. This will be part of the significance of your project, and should tie into your introduction. Use sub-headings for this section to break it up for the reader. It is OK

to have underwritten sections, just make sure they are in the body, so the logic/organization of your proposal is clear to the reader.

- c) **Project Design** – is a description of your proposed project. It should include a logical description on how you are going to accomplish what you set-up in the introduction. This section will address issues of procedure or methodology and of theory, paradigms, or models. In this section, you need to describe what you will be doing in your project and how and why. Details of laboratory, field, or any other research procedures may appear in the appendices so that your writing will strike a careful balance in themes and will flow easily. If certain procedures are essential for the reader to understand your proposed project, then they need to be described in this section.
- d) **Pilot Work** – includes any preliminary work that you have done on the project. This section could precede Project Design if it seems to make it easier for the reader to understand your proposed project. This section may include some preliminary writing for the creative projects, or it may include results from laboratory experiments, or a progress report on what you have already accomplished. Presentation of preliminary results are enhanced by an attractive presentation, which might include a graph, table, picture, schematic, etc... This is also a good section to demonstrate that you are able to overcome technical obstacles that might keep you from successfully completing your project.

14) **References**

- 15) **Timeline** – you have this semester plus one year to complete your project. It is not too soon to think about what you will be accomplishing when, so that you have a finished honors thesis by the end of Spr05. The timeline should include target dates for:
 - completion of proposal (5/7/05)
 - preliminary tests/development of methodology
 - completion of experiments/surveys/components of creative projects
 - repetition/improvement
 - data analysis and presentation (graphs, tables, ...)
 - writing (additional library research) of honors thesis
 - polishing
 - review by adviser
 - polishing
 - public presentation of honors project
 - final submission of honors thesis (Spring 2005)

16) **Appendices**