

BGSU. | HONORS
COLLEGE
BOWLING GREEN STATE UNIVERSITY

OVERVIEW OF HNRS 4980

A GUIDE ON HOW TO PREPARE FOR YOUR HONORS PROJECT
✓ AND GET APPROVED! ✓

HNRS 4980: HONORS PROJECT DEVELOPMENT

- Prerequisites:
 - Must have taken both HNRS 2010 & 2020
- Needed in order to register:
 - One faculty advisor
 - Complete HNRS 4980 Registration Request online form (<https://www.bgsu.edu/honors-college/courses/Forms.html>)
- Completed by course conclusion
 - Project Proposal
 - Annotated Bibliography
 - Timeline of Project Completion
 - Submit online to CANVAS

WHAT'S THE PURPOSE OF HNRS 4980?

- HNRS 4980: Honors Project Development is the first in a series of two independent study courses that students who wish to graduate with University Honors must enroll in and complete. This one-credit hour course requires you to meet regularly with a Faculty Advisor over the course of a semester in order to arrive at a narrowly-focused, thoughtfully-considered idea for a project that will be completed the following semester.
- In planning the project, students should ensure that the project is interdisciplinary (that is, incorporates at least 2 academic disciplines) and, through the process of completion, demonstrates progress in the four learning outcomes of the Honors Project:
 1. Oral Communication
 2. Written Communication
 3. Integrative Learning
 4. Critical Thinking
- To ensure students have developed the capacity to meet these expectations, students **MUST** have completed the critical thinking courses HNRS 2010 & 2020. If possible, completing all Honors College graduation requirements is recommended before taking HNRS 4980.

HOW DO I FIND A FACULTY ADVISOR?

- Any faculty member (tenure and non-tenure track) can be a faculty advisor
 - Additionally, make sure the faculty members won't be going on sabbatical during your project
- Consider faculty members in your major or other classes you've taken
 - Faculty advisor should be from one of the disciplines you are incorporating in your project
- Approach the faculty member with a basic idea of what you want to do
 - It's recommended you do this in person, but you can do this by email too
- After a faculty member agrees to be your advisor, Review the Student Advisor Agreement
 - Agreement located as Appendix B in the Honors Project Handbook
- REPEAT THIS PROCESS TO FIND A SECOND ADVISOR AT THE END OF THE SEMESTER

HOW TO REGISTER FOR HNRS 4980:

- Complete the HNRS 4980 Registration Request Form online. **MUST** be turned in **NO LATER THAN** the end of the first day of classes to the Honors College Office the semester that the student wishes to take the course
- Needs a working title of the project – this can be changed later if necessary
- Faculty advisor will be sent a link from the Honors College to approve the request
- Can be filled out any time during the semester prior to taking the course

EXPECTATIONS: PROJECT PROPOSAL

- Must be AT LEAST 1,000 words in length, which explains the basic research questions that will guide the project and which demonstrates a thorough understanding of the background literature underlying the project and its related research questions.
- Research Question(s)
 - Clearly stated question that guides the project
- Literature Review
 - A summary of the body of knowledge that already exists on your topic. For non-research based projects, this section should cover sources of inspiration and design of the project. Consult your Honors College advisor to determine the best course of action if clarification is needed.

EXPECTATIONS: PROJECT PROPOSAL (CONTINUED)

- Proposed “Activity”
 - Details and explains how the specific project connects to the guiding research questions and academic disciplines. **MUST** reflect original work and not just be a summary of existing work or knowledge in the project’s subject matter area.
- Expected Results and /or Potential Conclusions
 - A statement of what finding the author anticipates upon completing the project. For creative or applied projects, this should include the implications or outcomes of the project in the larger context of the disciplines of the project.
- Appendices
 - These are optional. However, they **SHOULD** be included if the project will involve instruments and tools like surveys or interview questions. Students should consult with their faculty advisor to determine what documentation should be added to help explain the nature of the project.

EXPECTATIONS: ANNOTATED BIBLIOGRAPHY

- An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources.
- The annotated bibliography helps students accomplish the following:
 - Review the literature on a particular subject
 - Illustrate the quality of research that you have done
 - Provide examples of the types of sources available
 - Describe other items on a topic that may be of interest to the reader
- For additional help, contact a reference librarian in the Jerome Library!
 - <https://www.bgsu.edu/library/LTL/students/ServicesForStudents.html>

APPENDIX I.
Sample Annotated Bibliography

Harry Potter and the Great Censorship Debate: An

Abridged Annotated Bibliography

Abanes, Richard. *Harry Potter and the Bible: The Menace Behind the Magick*. Camp Hill, PA: Horizon Books, 2001.

Print.

At the heart of *Harry Potter and the Bible* is Abanes' basic contention that J. K. Rowling's enormously popular Harry Potter series has "bewitched" a vast segment of the global population and that, in so doing, the series has placed these readers in spiritual jeopardy. In the first part of the book, Abanes offers close textual readings of the initial four novels of the Harry Potter series, reading the characters, the symbols, and the plots in relation to Church history, Occult practices, and Scripture. In the second part of the book, Abanes broadens his scope to consider the spiritual implications of reading both harmless (i.e., C. S. Lewis) and harmful (i.e., J. K. Rowling) fantasy fiction. While Abanes' argument frequently is riddled with logical fallacies, problematic assumptions, and unfounded claims, he nonetheless has conducted considerable historical research on paganism, Occultism, and Christianity and his book can therefore serve as a useful introduction to the background histories and controversies that inform Rowling's series.

Granger, John. *Looking for God in Harry Potter: Is There Hidden Meaning in the Bestselling Books?* 2nd ed. Carol Stream, IL: Tyndale

House Publishers, Inc., 2006. Print.

Widely known as the "Harry Potter Professor" at Barnes & Noble University, John Granger draws on classic literature, philosophy, and Christian theology to argue in *Looking for God in Harry Potter* that "[t]he Harry Potter novels . . . touch our hearts because they contain themes, imagery, and engaging stories that echo the Great Story—we are wired to receive and respond to" (xix). In many ways, Granger's book stands as the "mirror image" of Abanes'—offering readers almost the polar opposite view of the Harry Potter series (but arriving at that conclusion by way of a very similar methodology). Granger's book offers, then, many useful counterpoints to the arguments set forth by more conservative Christian critics of the Harry Potter series.

Neal, Connie. *What's a Christian to Do With Harry Potter?* Colorado Springs, CO: WaterBrook Press, 2001. Print.

In *What's a Christian to Do With Harry Potter?*, Connie Neal—a widely published author whose writings about Harry Potter have appeared in *Today's Christian Woman* and the *700 Club's* website—presents a careful and unbiased overview of debates from within the Christian community regarding the impact that the Harry Potter series could have on Christian readers. Throughout the book, Neal juxtaposes examples from the Harry Potter novels with passages from Biblical Scripture to illustrate both the differences between representations of witchcraft in the series and actual Occult practices in the real world as well as the many ways in which Rowling's series reflects and comments upon traditional Judeo-Christian values and beliefs. Unlike Abanes who unequivocally dismisses the Harry Potter series as dangerous, Occultic, and anti-Christian, Neal offers readers a more nuanced and ultimately more credible perspective on the sometimes divisive relationship between J. K. Rowling's series and Christian communities and values.

EXPECTATIONS: ANNOTATED BIBLIOGRAPHY (CONTINUED)

- See sample at left
- A good goal is to complete about two references per week
- Each reference only needs one paragraph of elaboration (3-5 sentences)
- DON'T treat this as a menial task – this allows you to do a lot of your research in advance
- Should be formatted using the common citation format for the project's discipline (p. 32)

EXPECTATIONS: TIMELINE OF COMPLETION

- Lists major (and minor) milestones that will need to be met to finish the project by the projected end date of HNRS 4990: Honors Project. Timeline should be created with and agreed upon with a faculty advisor
- Focus should be on milestones that prompt substantive progress over time
 - Simplistic plans without any details will not be accepted – the more details the better
- EXAMPLE
 - August/September = Submit 4990 Form I, Create Survey, Meet with Advisor, IRB approval, etc.
 - October = Distribute Survey, Draft Methods Section, etc.
 - November/December = Draft Results, Submit Project, etc.
 - General Goals (Optional) = Send monthly draft to advisor, meet weekly with advisor, etc.

Honors Project Timeline

College of Business Falcon Alumni Mentoring (FAM) Program

To develop a mentorship program based within a web portal to connect College of Business alumni with current students to enhance professional and personal development

January 2017

Create Mentor & Mentee Expectations through research
Create a list of "items" or ideas for mentors/mentees to discuss or complete
Create proposal and deliver to Dean Braun
Create student and alumni interest survey
Create mentoring program feedback survey
Obtain approval by HRSB for interest survey (student and alumni) and feedback survey
Discuss portal idea with Jason Julius and further develop schedule of implementation
Create applications for both alumni and students
Create selection committee expectations

February-March 2017

Draft email for alumni and students gathering interest via survey (attach brief description of program to email)
Send out email to individuals nominated for the selection committee
Refine material and information to be placed on the mentor program website

April 2017

Send out survey to BizX 1100 students regarding mentorship program via email
Send out survey to alumni about program via email

May-Early August 2017

Plan Mentee training/info session and set date for early fall.
Continue working on portal and preparing information to put on portal

Late August 2017

Selection Committee meets to choose 20-25 mentors/mentees and pair
Send out official letter via email to mentors/mentees
Finish portal and give access to selected mentors and mentees

September 2017

Hold information session for students participating as mentees
--

September-November 2017

Follow up monthly with mentors and mentees
--

December 2017

Send survey to students and mentees and collect feedback
Make necessary changes to program
Recruit new mentees and mentors for spring session.

EXPECTATIONS: TIMELINE OF COMPLETION (CONTINUED)

- See example of an applied project at left
- Sets concrete goals
- References who will need to be involved
- Semi-concrete due dates
- Basically includes who, what, when, where, and how
- Timeline Credit:
 - Chelsie Schmitz
 - Majors:
Supply Chain &
International Business
 - Class of 2018

PROPOSAL, ANNOTATED BIBLIOGRAPHY, TIMELINE SUBMISSION

- MUST be submitted online to CANVAS/Honors College/Assignment/Honors Proposal NO LATER THAN the Monday of finals week to the Honors College Office of the semester the student is taking the course
- Needs a finalized title and concept for the project
- Faculty advisor will complete FORM 2 and submit grade in grade center

CENTER FOR UNDERGRADUATE RESEARCH AND SCHOLARSHIP

- The mission of the Center for Undergraduate Research and Scholarship (CURS) is to enhance undergraduate education through the intellectual stimulation of active student participation in meaningful research and creative activities in all fields of study.
- Multiple grant opportunities for research/project funding such as supplies, travel, etc.
 - Up to \$500 for any project type PLUS \$200 in financial support for costs incurred
- Present at annual conferences
 - Annual BGSU Undergraduate Symposium for Research and Scholarship
 - Undergraduate Symposium on Diversity
 - Embracing Global Engagement Undergraduate Conference
- Numerous other awards, conferences, and resources!
- Find out more at <http://www.bgsu.edu/provost/center-for-undergraduate-research-and-scholarship/>

OPTIONAL: MAYEUX AWARD

APPENDIX K.

The Mayeux Prizes

Named for Patricia Mayeux, the Mayeux Prize is awarded each year to the most outstanding Honors Projects completed since the previous year's Research Symposium event. The money for the prizes comes from an endowment created in honor of Patricia Mayeux, a long-time employee and friend of the University. In recent years, between \$750 and \$1000 has been divided evenly among three to five winners. Winners are chosen by a committee of Honors College faculty chaired by the Honors College Dean.

To be eligible for a prize, students must:

- Submit an application during the semester
- Submit a final copy of the completed project and HNRS 4990: Form 2: Approval by 12:00 PM on Monday of the week during which the Honors Project Presentations event is scheduled;
- Earn an "A" for HNRS 4980 and HNRS 4990; and
- Present their research findings at a Regional, National, or CURS Conference.



ANY QUESTIONS?

CONTACT YOUR HONORS COLLEGE ADVISOR
OR
CHRISSY SHAAL (CSHAAL@BGSU.EDU)