

# HONORS PROJECT GUIDEBOOK



**Honors College**

2018

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## Introduction

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Graduating with University Honors is one of the highest honors granted by Bowling Green State University and it is the expectation that every Honors student enrolled in the College will graduate with University Honors. To graduate with University Honors, students must perform well in a range of Honors and non-Honors courses and demonstrate their attainment of the four learning outcomes essential to the Honors College: (1) the ability to think critically, (2) the ability to convey ideas clearly and persuasively both orally and in writing, and (3) the ability to integrate ideas across disciplines.

A significant part of the Honors College curriculum is the Honors Project experience that all students who aspire to graduate with University Honors must conceive and execute. The Honors Project is a self-designed, capstone experience intended to showcase the breadth and depth of a student's learning within a fairly narrowly-defined area of interdisciplinary study. The Honors Project can be a "traditional" thesis, but it also can take on a number of other, different forms that suit an individual student's interests and areas of expertise. Examples include senior recitals in music, juried arts shows, screen-/stage plays, book manuscripts, and service learning projects.

This guidebook is intended to provide Honors College students, like you, with all of the necessary resources to navigate effectively their way through the capstone experience. As Dean of the Honors College, I want to congratulate you for challenging yourself with the Honors Project. With your applied diligence and dedication, this project will be one of the most significant learning experiences of your university career. Throughout the process, please feel free to contact the office at any point if you have any questions, comments, or concerns regarding the Honors Project experience.



Dean, Simon Morgan-Russell, Ph.D.  
Honors College

## REQUIREMENTS FOR GRADUATION WITH UNIVERSITY HONORS

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Students who aspire to graduate with University Honors must fulfill the following requirements to be eligible for this prestigious distinction:

- Earn a minimum 3.5 G.P.A. overall, as well as a 3.4 or better in Honors courses;
- Complete at least 23 semester hours of Honors courses, including the Honors core sequence (HNRS 2010 and 2020) and the two-course Honors Project sequence (HNRS 4980 and 4990) for bachelor degrees; and
- Earn a grade of at least a “B” in each course and take no more than 10 of the 23 hours in any single University general education knowledge domain.

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## SUGGESTED TIMELINE FOR HONORS PROJECT COMPLETION

The following suggested timeline is based on a hypothetical project that would be completed during the spring semester of a student’s senior year at Bowling Green State University (hereafter BGSU). Please note that the Honors Project can be completed at any time (after completing HNRS 2010 and 2020) during a student’s academic career at the University and this is only a suggested timeline based on what many of our students currently do. **The timeline can be modified if a student wishes to complete the project earlier.**

<p>(Suggested) <b>JUNIOR YEAR SPRING SEMESTER</b></p>	<p><b>Early Spring</b></p>
	<p>Complete a self-audit using <a href="#">Appendix A</a> (Check sheet for Honors Project Approval) <i>with your academic advisor</i> to ensure you meet the requirements to graduate with University Honors.</p> <p>Think about what kind of Honors Project you would like to create and make a list of potential faculty advisors who are able to guide you along in that process.</p>
	<p><b>Mid Spring</b></p>
	<p>Schedule a meeting with potential Faculty Advisors and:</p> <ul style="list-style-type: none"> <li>• Review the Student-Advisor Agreement (<a href="#">Appendix B</a>)</li> <li>• Discuss your goals for the project.</li> <li>• Discuss why you want to work with the chosen advisor.</li> <li>• Ask how they can help you with your project.</li> </ul> <p>Meet with your Honors Academic Advisor and:</p> <ul style="list-style-type: none"> <li>• Bring <a href="#">Appendix A</a> (Check sheet for Honors Project Approval).</li> <li>• Discuss any progress you have made on the Honors Project.</li> <li>• Discuss any progress on your search for a Faculty Advisor.</li> </ul>
	<p><b>Late Spring</b></p>
	<p>Complete the following:</p> <ul style="list-style-type: none"> <li>• Complete FORM 1 HNRS 4980 (Request for Registration): <a href="https://www.bgsu.edu/honors-college/courses/Forms">https://www.bgsu.edu/honors-college/courses/Forms</a></li> <li>• DEADLINE: The last day one can register for this class is the first day of the semester during which this course will be completed.</li> <li>• Your faculty will be sent an approval form from Honors</li> </ul>
<p>(Suggested) <b>SENIOR YEAR</b></p>	<p><b>Early-Mid Fall Semester</b></p>
	<p>Work with your Faculty Advisor to set goals for the upcoming year and fulfill the requirements of HNRS 4980, including:</p> <ul style="list-style-type: none"> <li>• Create a proposal</li> <li>• Create an annotated bibliography</li> <li>• Create a timeline for the project</li> </ul>



## THE HONORS PROJECT: AN OVERVIEW

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### What is an Honors Project?

The Honors Project is a self-defined capstone experience intended to showcase the breadth and depth of your learning within a fairly narrowly-defined area of interdisciplinary study. The Honors Project can be a “traditional” thesis, but it also can take on a number of other, different forms that suit your interests and areas of expertise. The three main types of Honors Projects include:

#### (1) Research-Based

##### Description:

A traditional research project is driven by the desire to know and to expand the knowledge base within a particular field of study. In this respect, a research-based project will focus primarily on “fundamental principles [of a discipline/field of study] and testing theories” and not on “real world applications” of those theories (Hale).

##### Examples:

- Performing a qualitative research study and writing a report of the findings
- Performing a quantitative research study and writing a report of the findings
- Engaging in field research (e.g., surveys, interviews, observations, etc.) and writing a report of the findings
- Writing an original “analysis” of some problem/issue/topic within a disciplinary area (e.g., an interpretation of a literary, popular culture, or performance text; an analysis of a social trend or phenomenon; a critique of a public policy; etc.)

#### (2) Creative

##### Description:

A creative research project involves the imaginative use of an artistic medium, artistic methodology, and/or artistic tools to express ideas about a research question.

##### Examples:

- Writing a novel
- Writing a series of short stories
- Writing a collection of poetry
- Writing a stage play
- Writing a work of creative non-fiction
- Creating a documentary film
- Creating a live action film

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- Creating an animated short
- Creating a 3-D sculpture (or series of sculptures)
- Creating a 2-D painting (or series of paintings)
- Writing and illustrating a children’s book
- Writing and illustrating a graphic novel
- Mounting a theatrical production
- Composing a song (or a series of songs)
- Performing a recital (vocal, instrumental)

### (3) **Applied**

*Description:*

“Applied research is designed to solve practical problems of the contemporary world, rather than to acquire knowledge for knowledge’s sake” (Hale). An implicit goal of the applied project is “to improve the human condition” (“What is Applied Research?”) by applying the kinds of knowledge that students have learned in their coursework to problems, issues, and concerns within real world communities.

*Examples:*

- Conceiving and executing a civic engagement project with a community partner
- Creating a “resource” for some campus and/or community organization
- Planning and hosting an “event” for some campus and/or community organization

### **What are the Learning Outcomes of the Honors Project?**

The Honors Project demonstrates the culmination of your learning throughout your undergraduate experience. Completion of the Honors Project is required to graduate with University Honors. The Honors Project needs to effectively demonstrate satisfactory learning along four learning outcomes:

- **Oral Communication:** imparting thoughts, opinions, and/or arguments in a clear concise manner through a prepared, purposeful presentation and defense designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
- **Written Communication:** imparting thoughts, opinions, and/or arguments in a clear concise manner and the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and/or mixing texts, data, and images.

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- **Integrative Learning:** an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.
- **Critical Thinking:** the ability to evaluate an argument, to be aware of the process involved in evaluating an argument, and to come to some conclusion with respect to that argument. Critical thinking allows one to recognize the biases and values that underlie arguments and how these values and biases can shape decisions. By this point, students should be able to:
  - Recognize an argument
  - Recognize the assumptions within an argument
  - Recognize and evaluate the evidence used (grounds for the belief and quality of evidence)
  - Evaluate the logical construction of that argument
  - Form a conclusion with respect to an argument

All students must present and defend their project to their advisors during the Oral Presentation and Defense ([Appendix F](#)). You also have the option to present your project at the Spring Research Symposium event to a panel of faculty, staff, alumni, and peers if you would like to be eligible for the prestigious Mayeux Award ([Appendix G](#)), then you must present at the Research Symposium. If you have fulfilled all of the other requirements for graduating with University Honors, then you will graduate with University Honors. By focusing on the level of learning gained throughout the undergraduate experience, we can be confident in the caliber of students graduating from the Honors College and BGSU.

### **What criteria must an Honors Project fulfill?**

*An Honors Project must reflect original scholarship.*

You need to produce something that is new for your discipline/area of study. Original scholarship is not the summary and collation of existing knowledge in novel ways. Rather, it requires you to develop, synthesize, and/or create ideas in new and different ways. In this way, the Honors Project experience challenges you to apply what you have learned across a number of courses and/or co-curricular experiences to a specific idea. Original scholarship should involve inquiry-based learning and may involve experimental, field, and/or library research.

Inquiry-based learning is defined by scholars at Northeastern Illinois University in the following manner:

Inquiry-based instruction is a **student-centered** and **teacher-guided** instructional approach that engages students in **investigating real world questions** that they choose within a broad thematic framework.

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Inquiry-Based instruction complements traditional instruction by providing a vehicle for extending and applying the learning of students in a way that connects with their interests within a broader thematic framework. Students acquire and analyze information, develop and support propositions, provide solutions, and design technology and arts products that demonstrate their thinking and make their learning visible. (“Inquiry Based Learning”)

Implicitly this definition highlights some of the key features and central benefits of engaging in an inquiry-based learning experience. Because the experience is driven by your interests and intellectual curiosity, inquiry-based learning “teaches [you] how to learn and builds self-directed learning skills.” At the same time, this type of learning also encourages you to take ownership of your learning and helps to “[enhance your] interest in the subject matter.” Because the experience centers on “real world questions” that are explored within “a broad thematic framework,” such learning experiences “[promote] the transfer of concepts to new problem questions” and assist in the teaching of “problem-solving, critical thinking skills, and disciplinary content” (“Inquiry-Based Learning”).

*An Honors Project must be interdisciplinary in content and methodology.* Interdisciplinarity is an approach to scholarship that recognizes that some topics, questions, and/or issues are too complex to be answered by a single academic discipline/field of study. As an approach to scholarship, then, interdisciplinarity invites a range of perspectives, and encourages an integration of methodologies, in the effort to answer such complex questions. The Honors Project must be interdisciplinary in nature, meaning that you must make use of the bodies of knowledge and methodologies of at least two different disciplines/fields of study.

*An Honors Project must include a justification of the theory/methodology supporting it.* All students who complete an Honors Project must explicitly justify the choices that they have made in the design and execution of their projects. For more research-based projects, this justification typically will be included within the body of the resulting report/essay (in a theoretical framework section or in a more formal Research Methodology section, depending on the student’s primary discipline/field of study). For more applied and/or creative projects, students will more than likely need to craft a short explanatory essay in which they explain why they chose certain methodologies/approaches to their research question or, in the arts and humanities, why they selected certain materials, media, and styles of presentation. Those who are creating “artistic” projects might think of this explanatory essay more like an Artist’s Statement or Author’s Introduction than like a traditional academic essay.

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## HONORS PROJECT ADVISORS

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### **How many Faculty Advisors does a student need?**

Students who enroll in HNRS 4980 require one advisor. Students who enroll in HNRS 4990 must work with at least two advisors from different departments/fields of study; however, both faculty advisors may be from the same college.

### **Who can serve as a Faculty Advisor?**

Any faculty member at the University with the rank of Professor, Associate Professor, Assistant Professor, Senior Lecturer, Lecturer, Instructor, Part-time Instructor, or Adjunct Instructor can serve as an advisor. Faculty at affiliated institutions who are participating in BGSU degree programs may serve as advisors, but the other advisor must be a BGSU faculty member. A non-faculty member with special expertise in the student's area may serve as a third advisor but may not be one of the student's two primary advisors and may not grade the project.

### **What are the responsibilities of the Faculty Advisors?**

Faculty Advisors are to help you lay out the basic conception of the project, clarify your objectives, and discover an appropriate research or creative strategy for achieving these. They help solve problems that may arise and also critique drafts of the project. They jointly grade the finished project. It is reasonable for Faculty Advisors to have weekly meetings with you to maintain your progress toward completion. A grade should not be turned in to Registration and Records until the proposal and annotated bibliography and timeline (for HNRS 4980) or project (for HNRS 4990) is complete.

### **What should the length of the Honors Project be?**

The Faculty Advisors will set the appropriate length given industry standards for similar works within a given discipline/field of study. Faculty Advisors are advised to keep in mind these guidelines when determining an appropriate length:

1. The Honors Project is not intended as a Master's Thesis.
2. The Honors Project is not an "ordinary" paper for a course; rather, it is the culmination of the Honors student experience.

Projects typically result in papers of around 25 pages, but other creative options such as poetry, art, computer programs, manuals, illustrated children's books, curriculum guides, films, musical arrangements, original compositions, lecture recitals, etc., are quite acceptable and vary in length.

**How often should a student meet with his/her Faculty Advisor(s)?** Students should plan to meet with their Faculty Advisors either weekly or bi-weekly throughout the HNRS 4980 and HNRS 4990 courses.

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### **How does a student find Faculty Advisors?**

Most students choose at least one advisor from among the faculty for which they have taken courses, know well, and have performed well. You should approach advisor candidates the semester before you start your project (or sooner if possible). Some specific pieces of advice that you might find useful in your search for advisors include:

- Try to work with or take courses with several members of a department/program before asking a faculty member to serve as your advisor.
- Faculty members in each department and program have specific areas of specialization. You may need to work with a specific professor because of the area of study you have chosen for your project. Research faculty interests and specializations before approaching someone to be an advisor. It is always useful to go into a meeting where you are requesting help with some explanation of what you think a particular faculty member has to offer you and your project.
- Remember that serving as a Faculty Advisor is essentially volunteer work on the part of the faculty member. Be sure to thank him/her for his/her time working with you.
- Remember that you will be working with the advisor over a period of at least one academic year. This person must be someone with whom you can work closely.
- Check with your advisor frequently; set up regular appointments to keep the advisor current about your progress and goals. Bring material with you to the meetings and take notes.

### **Can students complete an Honors Project while at an affiliated institution?**

Yes. One of your advisors can be from the affiliated institution and the other must teach at BGSU. You should ask this external advisor to contact the Honors College Dean to confirm requirements and expectations.

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## **HNRS 4980: HONORS PROJECT DEVELOPMENT**

### **Checklist for Honors Project Students & Advisors**

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The following items are needed for you to complete HNRS 4980: Honors Project Development:

- Meet with your Honors College academic advisor to confirm that all the requirements to graduate with University Honors have been met prior to beginning the Honors Project coursework. In preparation for this meeting, you should complete the Check sheet for Honors Project Approval ([Appendix A](#)) and bring that completed form to the scheduled meeting.
- Sign up for HNRS 4980 by completing the online registration request form: HNRS 4980 FORM 1. <https://www.bgsu.edu/honors-college/courses/Forms>
- Your faculty will be sent an approval form. Once the approval form is accepted, you will be registered for the course.
- Work with your faculty advisor to establish clear goals at the beginning of the semester. You are expected to meet regularly with your advisor.
- Submit online a copy of a proposal, an annotated bibliography, and a timeline for project completion to Honors College CANVAS site- Assignments- Honors Project Proposal. Your faculty advisor will submit your final grade to grade center as well as complete the online HNRS 4980 final form.

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## Planning the Project:

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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.

**How does a student sign up for HNRS 4980: Honors Project Development?** Students who are interested in enrolling in the Honors Project coursework should schedule an appointment with their Honors College advisor who will (1) determine if those students have completed the necessary requirements to graduate with University Honors and (2) review the registration process and expectations for the course. You can not register for this class on your own.

Complete the online HNRS 4980 FORM 1: Registration Request form (<https://www.bgsu.edu/honors-college/courses/Forms>). After FORM 1 is submitted online to the Honors College, an approval form will be sent to your requested faculty advisor for their approval. *Once we have the approval of your faculty, you will be registered for the course.*

**What are the requirements for successfully completing HNRS 4980?** Students enrolled in HNRS 4980: Honors Project Development must complete the following assignments by the end of the semester in which they are enrolled in HNRS 4980:

- A **Project Proposal** of at least 1,000 words which explains the basic research questions that will guide the project and which demonstrates a thorough understanding of the background literature undergirding the project and its related research questions. (More specific information about the Project Proposal and its component parts is included below in its own section.)
- An **Annotated Bibliography** of the primary source materials that initially will be used in the project. Students should aim for 15-20 sources (if not more) in their Annotated Bibliographies. (More specific information about the Annotated Bibliography and its component parts is included below in its own section.)
- A **Timeline of Completion** for the Honors Project that 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.

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### **What should the student do once his/her proposal is completed?**

You should submit final copies of the three assignments listed above to your advisors for feedback and a final evaluation. Advisors will complete an approval FORM 2 HNRS 4980 online. They will receive a link to this form from the Honors College. You should turn in a copy of your Project Proposal, Annotated Bibliography, and Timeline of Completion, online through the Honors College CANVAS site- Assignments- Honors Project Proposal.

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## **Formatting the Project Proposal**

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Honors Project Proposals typically are at least 1,000 words in length (though they often are more richly developed) and are intended to lay out the project in some detail. Proposals should include all of the following sections:

### **I. Research Questions**

In this initial section of the proposal, you should articulate as clearly and precisely as possible the questions guiding your researching endeavors.

### **II. Literature Review**

The literature review section provides specific background information or the "body of knowledge" relevant to your Honors Project. The literature cited should draw on both earlier and current scholarly work. For proposals in the arts and humanities, include several journal sources and academic book(s). For proposals in the social sciences and sciences, include primary sources, review articles, and academic book(s). This section should be written such that the research questions or hypothesis or creative activity flows logically from it.

### **III. Proposed "Activity"**

Depending upon your academic discipline, you may present the proposed activity as a set of research questions, an hypothesis(es), or a creative activity with a stated goal or outcome(s). The proposed activity that forms the basis of your Honors Project must be tied to an existing body of knowledge (which will be explained more fully in the Literature Review section). In this section of the Project Proposal, you should explain fully what the project will entail; you might consider framing your "proposed activity" as a response to your Research Questions (from section I above).

Within this section of the Project Proposal, you also should demonstrate clearly and persuasively that your project reflects:

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An interdisciplinary approach to scholarship, defined by the Honors College as an approach to scholarship that recognizes that some topics, questions, and/or issues are too complex to be answered by a single academic discipline/field of study. As an approach to scholarship, then, interdisciplinarity invites a range of perspectives, and encourages an integration of methodologies, in the effort to answer such complex questions. The Honors Project must be interdisciplinary in nature, meaning that you must make use of the bodies of knowledge and methodologies of at least two different disciplines/fields of study.

The Learning Outcomes for the Honors College Honors Project experience includes: Oral Communication; Written Communication; Integrative Learning; and Critical Thinking.

#### IV. Methodology

All disciplines lend themselves to research and creativity; all work is conducted using some methodology. Your methodology for the Honors Project will determine the rigor and validity of your work. This section of the Project Proposal, then, should present as clearly as possible all the methods (i.e., scholarly approaches) you will use to answer the Research Questions articulated in Part I of the Project Proposal.

Additionally, you should discuss any challenges to be overcome and/or any potential limitations of the study. If you are completing a creative and/or applied project, then you should be clear in the articulation of your goals and should be specific about what you plan to “create.” If you plan to conduct literature research (whether in the liberal arts and humanities, sciences, social sciences, business, or communications), then you should indicate how you will select and examine your sources (e.g., date range of journals to be searched, databases to utilize), what guidelines you will use to interpret those sources, and how you plan to analyze and synthesize your findings. If you plan to perform scientific research in a lab or the field, then you should provide information on materials and methods including controls, replicates, and statistical analyses. If you plan to conduct a meta-analysis in the social sciences, then indicate the criteria to be used to select the publications for your analysis as well as the statistics you will apply.

*A note on the use of human research subjects...If research involves the use of humans, including surveys and/or questionnaires, then you must obtain Human Subjects Review Board (HSRB) approval through the Office of Research Compliance. This approval is absolutely necessary before a single interview is conducted or a single survey is sent out.*

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The Office of Research Compliance is located in **292 Hayes Hall**. The telephone number for the Office is **419-372-7716**.

**NOTE:** All BGSU faculty, staff, and students planning to conduct research involving human subjects will need to complete BGSU Human Subjects training in order to get their application reviewed by the HSRB. Note: If faculty members are advising a student who is conducting research on human subjects, then they will also need to have completed Human Subjects training in order for their advisee to have her/his application reviewed. Either in-person training or online training can fulfill this requirement. For more information on this training, see the [HSRB training website](#).

#### V. **Expected Results and/or Potential Conclusions**

In this portion of the Project Proposal, you should describe the results you expect to discover from your thesis and what those results will mean in the greater context of knowledge in the field. If you are completing a creative project, then you should discuss the implications of your project in terms of a larger context of your discipline.

#### VI. **Appendix**

This optional section will contain complete survey instruments and full range of interview questions, or any other information that you and/or your advisors deem essential for readers and reviewers to understand and evaluate the quality of the proposed project.

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## **Formatting the Annotated Bibliography**

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Most (if not all) students have at some point in their educational careers certainly compiled a bibliography for a research project. But many of you may not yet have been asked to compile and create an annotated bibliography. So, to introduce this part of the Honors Project to you, we might begin by reviewing terms with which you probably are familiar:

A bibliography is a list of sources (books, journals, websites, etc.) one has used for researching a topic. A bibliography usually just includes the bibliographic information (i.e., the author, title, publisher, etc.) (Stacks and Karper).

An annotation is a summary and/or evaluation (Stacks and Karper).

When we put these two terms together, then, we arrive at the following definition of “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 cited.

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Creating an annotated bibliography calls for the application of a variety of intellectual skills: concise exposition, succinct analysis, and informed library research. First, you will need to locate and record citations to books, periodicals, and documents that may contain useful information and ideas on your topics. After you have examined and reviewed the actual items, you will need to choose those works that provide a variety of perspectives on your topics. Next, you should cite the books, articles, or documents using the appropriate style for your field of study. Third, you should write a concise annotation that summarizes the central theme and scope of the books or articles. You should include one or more sentences that (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast this work with others you have cited, and (d) explain how this work illuminates your bibliography topic (“How to Prepare”).

Although often regarded as “busy work,” the annotated bibliography actually serves as a vital springboard for the Honors Project and is used widely throughout university classes. What, though, is the actual purpose of creating an annotated bibliography? Depending on the assignment the annotated bibliography may serve a number of purposes, including but not limited to:

- 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

Some specific goals/objectives/learning outcomes of the annotated bibliography include:

**To learn about the topic:** Writing an annotated bibliography is excellent preparation for a research project. Just collecting sources for a bibliography is useful, but when you have to write annotations for each source, you are forced to read each source more carefully. You begin to read more critically instead of just collecting information.

**To help you formulate a thesis:** Every good research project puts forth an argument (whether implicit or explicit). The purpose of research is to state and support a thesis. So a very important part of research is developing a thesis that is debatable, interesting, and current. Writing an annotated bibliography can help you gain a good perspective on what is being said about your topic. By reading and responding to a variety of sources on a topic, you will start to see what the issues are, what people are arguing about, and you will then be able to develop your own point of view.

**To help other researchers:** Extensive and scholarly annotated bibliographies are sometimes published. They provide a comprehensive overview of everything that has been and is being said about that topic. You may not ever have your annotated bibliography published, but as a researcher, you might want to look for one that has been published about your topic (Stacks and Karper).

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Citations for resources in the Honors Project Annotated Bibliography should be documented following the style manual most frequently used within your discipline/field of study. For more information on the most commonly used documentation styles, see [Appendix D](#). A sample Annotated Bibliography that illustrates proper formatting can be found in [Appendix E](#).

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## HNRS 4990: HONORS PROJECT

### Checklist for Honors Project Students & Advisors

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The following items are needed for you to complete HNRS 4990: Honors Project:

- Complete HNRS 4990: Form 1 (Registration Request) online:  
<https://www.bgsu.edu/honors-college/courses/Forms>  
Be sure to have two faculty advisors.
- Work with your advisors to establish clear goals at the beginning of the semester. You are expected to meet regularly with your advisors.
- Schedule and complete an Honors Oral Presentation and Defense.
- Complete the project and turn in a copy (electronically) with an appropriately formatted title page by 5:00 PM on the Monday exam week.
- Optional: Sign up for and deliver a presentation of research findings during the annual Research Symposium event in April. To be eligible for the prestigious Mayeux Prize, then you must also submit the application by 12:00 PM on the Monday before the Undergraduate Research Symposium. For more on the Mayeux Prizes, ([Appendix K](#)).
- Your Primary Faculty advisor will be sent the HNRS 4990 FORM 2 to complete online. Your Primary advisor will submit your final grade to grade center.

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## Executing Project

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HNRS 4990: Honors Project is the second in a series of two independent study courses that students who wish to graduate with University Honors must enroll in and complete. This two-credit hour course requires you to meet regularly with two Faculty Advisors over the course of a semester and to execute the interdisciplinary project that has been proposed during HNRS 4980: Honors Project Development.

### **How does a student sign up for HNRS 4990: Honors Project?**

Complete HNRS 4990: Form 1 (Registration Request) online. Your requested faculty advisors will be sent an approval from the Honors College. Once we receive their approval, you will be registered for the course.

Note that you will not be able to register yourself for this course and must complete the FORM 1 for HNRS 4990 on your scheduled registration date or before the first day of classes during the semester in which you will be enrolled in HNRS 4990.

### **Are Honors Projects graded? And what is the typical grade earned for an Honors Project?**

HNRS 4980 & 4990 are official University courses in which you will earn a letter grade. Faculty Advisors for HNRS 4980 and 4990 will jointly grade the project, which will figure into your overall BGSU G.P.A.

Many students earn an "A" and most earn at least a "B," but Faculty Advisors always maintain high standards for their Honors Project advisees. To ensure that you are successful on your project, you should plan to meet with your Faculty Advisors (preferably together) on a regular basis (preferably once a week, but no less than bi-weekly), to establish clear goals at the start, to turn in and solicit feedback for drafts periodically, and to turn in a complete draft of the project at least one month before the final deadline so that Advisors have ample time to read the project and provide substantive feedback and you have sufficient time to incorporate the Advisors' suggestions into the final draft.

Given the many different types of projects that Honors students set out to pursue, it is difficult to say what specifically constitutes an "A" or a "B" project. However, all successful projects demonstrate a thoughtfulness and originality in conception and design, as well as rigor in the execution of the project.

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## What are the requirements for successfully completing HNRS 4990: Honors Project?

Students enrolled in HNRS 4990: Honors Project must:

- Complete the project (both written and oral defense) and turn in an electronic copy with an appropriately formatted title page by 5:00 PM on the Monday of exam week.
- Schedule and Complete an oral defense
- Optional: Sign up for and deliver a presentation of research findings during the annual Research Symposium event in April.

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## A NOTE ON ACADEMIC HONESTY

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*(The following material is taken directly from “Academic Honesty Policy”  
@ BGSU, Bowling Green State University)*

Cheating is using or attempting to use unauthorized assistance, materials, information, or study aids in any academic exercise. Submitting substantial portions of the same academic work more than once without permission; or using another person as a substitute to take an examination or quiz. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term “cheating” not be limited to examination situations only, but that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism is defined as “representing as one’s own in any academic exercise the words or ideas of another including but not limited to quoting or paraphrasing without proper citation.”

The minimum penalty for undergraduate students who cheat, fabricate, or plagiarize on examinations or assignments is partial or no credit on the assignment or examination; the maximum penalty is withdrawal from the course and assignment of penalty grade of “WF” in the course. Honors students who are found guilty of plagiarism may be removed from the Honors College.

The complete BGSU Student Handbook can be found at  
<https://www.bgsu.edu/content/dam/BGSU/catalog/academic-honesty/official-policy.pdf>

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## Faculty Advisor: Roles and Responsibilities

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Set clear expectations from the start. To begin this process, advisors and students should review the Student-Advisor Agreement Form ([Appendix B](#)). This would include requiring your advisee to turn in at least one rough draft of the proposal and annotated bibliography. You must provide substantive feedback on the proposal and annotated bibliography prior to the advisee turning in the final draft to the Honors College office. Advisors also should plan to meet regularly with the advisee.

Set a due date for the final proposal to be turned in to the advisor. The deadline should allow sufficient time for evaluating the proposal or final project (i.e., assigning a grade and providing substantive feedback on the shape and progress of the project to that point in time). This deadline should be prior to the Honors College's deadline of 5:00 PM on the Monday of exam week.

You must assign a grade to the student's work and submit the official grades on student center.

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## APPENDIX B.

### Student-Advisor Agreement Form

By initialing next to these items below, the student and project advisor agree to the following statements and expectations.

- I acknowledge that the purpose of HNRS 4980: Honors Project Development is to develop a proposal and plan for the successful completion of HNRS 4990: Honors Project.
- I acknowledge that the purpose of the Honors Project is to demonstrate competency in critical thinking, integrative thinking, oral communication, and written communication. Definitions of these learning outcomes can be found at [www.bgsu.edu/honorsproject](http://www.bgsu.edu/honorsproject)
- I acknowledge that I am responsible for understanding and integrating the information provided on the Honors Project webpage available at [www.bgsu.edu/honorsproject](http://www.bgsu.edu/honorsproject) (e.g., use of at least two advisors from different disciplines; final project must demonstrate original scholarship; a justification of the methodological theory and be interdisciplinary; completion of an oral presentation defense; submission of final Honors project materials to ScholarWorks).
- I will discuss with my faculty advisor a potential timeline regarding the completion of proposal drafts, the annotated bibliography, other feedback sessions, and the selection of the second advisor (as required for HNRS 4990: Honors Project).
- I will discuss expectations regarding the successful completion of this Project proposal as well as the final Honors Project.
- I understand the process of submitting the final Honors project Proposal, annotated bibliography. These materials are due online to the Honors College CANVAS site, Assignments, Honors Project Proposal by the Monday of Finals Week.

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## APPENDIX C.

### Model Title Page for Honors Projects

All Honors Projects that are submitted to the Honors College must include a title page that is formatted according to the following model. Any projects that do not include a title page, or do not include a title page formatted to the specifications below, could be rejected by the Dean of the Honors College.

TITLE
AUTHOR
HONORS PROJECT
Submitted to the Honors College at Bowling Green State University in partial fulfillment of the requirements for graduation with
UNIVERSITY HONORS DATE
_____, Advisor Typed Name and Department
_____, Advisor Typed Name and Department

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**APPENDIX D.**  
**Web Resources for Common Documentation Styles**

CITATION/DOCUMENTATION STYLE	DISCIPLINES WITHIN WHICH THAT STYLE IS COMMONLY USED
MLA (Modern Language Association)	Arts & Humanities (e.g., English studies, cultural studies, drama and theatre, film and other media, etc.)
APA (American Psychological Association), 6 <sup>th</sup> ed.	Social Sciences, Education
Chicago Manual of Style, 16 <sup>th</sup> ed.	Business and Technical Communication, History, Economics, some Social Sciences
Turabian Documentation, 7 <sup>th</sup> ed.	Business and Technical Communication, History, Economics, some Social Sciences
American Political Science Association Documentation	Political Science
American Medical Association, 10 <sup>th</sup> ed.	Health & Medicine
American Anthropological Association, 2009 ed.	Anthropology
American Sociological Association Style, 4 <sup>th</sup> ed.	Sociology
American Chemical Society Style	Chemistry
American Institute of Physics Style	Physics
American Mathematical Society Style	Mathematics
Bluebook, 19 <sup>th</sup> ed.	Law

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## APPENDIX E. 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?* 2<sup>nd</sup> 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.

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## **APPENDIX F.**

### **Honors Project Oral Presentation and Defense**

A significant part of the Honors College curriculum is the Honors Project experience that all students who aspire to graduate with University Honors must develop and execute. The Honors Project is a self-designed, capstone experience intended to showcase the breadth and depth of a student's learning within a narrowly-defined area of interdisciplinary study. The Honors Project can be a "traditional" thesis, but it also can take on a number of other forms that suit an individual student's interests and areas of expertise.

The Honors Project demonstrates the culmination of learning throughout a student's undergraduate experience. Completion of the Honors Project is required to graduate with University Honors. The Honors Project needs to effectively demonstrate satisfactory learning along four learning outcomes: critical thinking, written communication, oral communication skills, and integrative learning. The Honors Project is completed in three phases: the proposal, the written project, and the oral presentation and defense. While the proposal and written project are described elsewhere, the oral presentation and defense are further described below.

#### Honors Project Oral Presentation and Defense Committee Members

- **Primary Project Advisor**
  - The primary advisor should assist the student in identifying and refining ideas and interests into a project to maximize the probability of success and the attainment of learning outcomes. The primary advisor shall also facilitate the oral presentation and defense of the project. In consultation with the secondary advisor, the primary advisor should supervise and guide the student's work and evaluate the final Honors Project and the student's fulfillment of the learning outcomes.
  
- **Secondary Project Advisor**
  - In consultation with the primary advisor, the secondary advisor should supervise and guide the student's work and evaluate the final Honors Project and the student's learning outcomes.
  
- **Honors College Representative**
  - The Honors College Faculty or Staff Representative should:
    - Provide an external, objective evaluation that project standards have been met (original and interdisciplinary scholarship; justification of the theory/methodology).
    - Be invited to both review the written portion of the Honors Project and attend the oral defense portion of the project.
    - Be invited to provide comments about the written and oral components of the Honors Project to the student, the primary or secondary advisors, or the Honors College Dean. However, the Representative will not provide input into the final grading of the project.

#### Honors Project Presentation and Defense Format

- The defense is public and open to the campus community.
- The primary advisor facilitates the defense.
  - Includes welcoming guests and introducing the student.

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- The student introduces project:
  - Name of project.
  - Summary of activity, methodology, and results or conclusions.
  - Discussion of the Process:
    - What was different from the proposed project?
    - Did you have any surprises?
    - Were there any unexpected conclusions?
    - What are the strengths of the project?
- Committee members ask questions about the project.
- The primary advisor asks the student and all individuals in the room who are not committee members to leave the room.
- The primary and secondary advisors score the defense according to the scoring section listed below.
- The Honors College Representative provides comments about the oral components of the Honors project to the student, the primary or secondary advisors, or the Honors College Dean.
- The scoring for both the project and oral defense will be combined and the two advisors will determine if the student passed the defense based on the scores.
- Once a decision is agreed upon, the student will be called back into the room.
- The primary advisor informs the student of the pass or fail on the project and defense and whether further work needs to be completed.
- The committee completes the HNRS 4990: Form 2, and all committee members initial the form
- The advisor then reports the grade through normal grade reporting protocol.

#### Honors Project Defense Scoring

- Prior to the project presentation and defense, the project itself will be scored (ensuring that the project is free from many errors such as spelling and grammar).
- The oral project presentation and defense will also be scored. The AAC&U Oral Communication rubric should serve as a guide for evaluation of the oral presentation and defense.

#### Graduating with Honors Implications

- The student must earn an “A” or a “B” on each component: the proposal and the Honors Project (the written project and the oral presentation and defense) to graduate with Honors.
- The oral presentation and defense must be completed by the last day of the semester for which the student is enrolled in HNRS 4990. (see [Appendix B](#) for additional options)

#### Advisor Role Implications

- The primary and secondary advisors and the Honors College representative need to be present for the oral defense.
- The advisors need to work with the student to prepare for oral defense. Suggested preparation includes talking through potential questions and practicing the introduction of the student’s project.

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Adapted from:

- College of Saint Benedict and Saint John’s University: <http://www.csbsju.edu/honors-thesis-program/forms/format-of-defense>
- Bates College: <http://www.bates.edu/honors/protocol-for-the-honors-exam/>
- University of North Carolina Chapel Hill: <http://honorscarolina.unc.edu/current-students/honors-thesis-and-undergraduate-research/honors-thesis/>
- Mary Baldwin College: <http://www.mbc.edu/honors/thesisguidelines/>

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## **APPENDIX G.**

### **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 have faculty 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.

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**APPENDIX H.**  
**Student-Advisor Timeline**

While the “Suggested Timeline” section offers an overview of a schedule to complete your Honors Project, in practice your advisors will want to have specific dates in mind; in many cases, the advisors themselves will require you to have submitted a given form by a particular date. This appendix is provided for students to meet with their advisors and create a comprehensive due dates page.

**Before meeting with your advisor for the first time**, read through the Honors Project Manual and be ready to ask questions about it.

(Suggested) <b>Junior Year – Spring Semester</b>	<b>Deadline</b>
Optional: Enroll in HNRS 3000: Honors Project Prep Seminar <a href="#">Appendix A</a> (Check sheet for Honors Project Approval.) Complete this <i>with your</i> honors advisor.	Complete at first meeting
Begin meeting with potential faculty advisors (bring <a href="#">Appendix B</a> )	
Find a willing faculty advisor and complete HNRS 4980 FORM 1 Registration Request online	

(Suggested) <b>Senior Year – Fall Semester</b>	<b>Deadline</b>
Complete the proposal for the project	
Complete the annotated bibliography and timeline	
Find a second willing faculty advisor and complete HNRS 4990 FORM 1 Registration Request online	
Submit your proposal, annotated bibliography, and timeline through CANVAS <ul style="list-style-type: none"> <li>• <b>DEADLINE:</b> Turn in no later than 5:00PM of the Monday of Final Exam week</li> </ul>	

(Suggested) <b>Senior Year – Spring Semester</b>	<b>Deadline</b>
Turn in a rough draft to both faculty advisors <ul style="list-style-type: none"> <li>• Negotiate with your advisor how often they wish to see an updated rough draft</li> </ul>	
Incorporate advisor feedback into rough draft	
Submit the final version of your Honors Project to Scholarworks <ul style="list-style-type: none"> <li>• <b>DEADLINE:</b> Turn in no later than 5:00PM of the Monday of Final Exam Week</li> </ul>	

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## Tips

- Give yourself enough time to get things done on time.
- Start early on everything, especially on the Annotated Bibliography and Proposal.
  - The Annotated Bibliography and Proposal will take longer than what you may expect.
- Give advisors at least one week for feedback.
- *Negotiate* due dates with advisor; advisors are different and may have varying due dates.
- Keep in mind you may not get your first choice for faculty advisors.
- Have a vision on what you want your project to be when you meet with your advisor.
- Ask what *exactly* you need to turn in to complete your Honors Project; it varies on a case-by-case basis (i.e. some may require a website or a marketing component.)

Some examples of Honors Projects may be viewed here:

<https://scholarworks.bgsu.edu/honorsprojects/>

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