

# **A Guide to the University Scholars Honors Project**

## ***I. Objectives of the Project***

The purpose of an honors project is to give the University Scholar experience in independent scholarship or creative activity, accomplished with the guidance of a faculty mentor and with consideration of the relationship of the student's faith and his or her discipline. Employing a scholarly or creative approach within the student's discipline, the honors project should result in a product that can be evaluated by the standards of that discipline.

Types of Honors Projects include

1. an undergraduate thesis or research paper;
2. a scientific research project, with accompanying report and reflective appendix;
3. a creative product such as an original artwork, musical composition, authorship of a play, a work of fiction, or several poems;
4. any other project that the student believes to be compatible with the spirit of this requirement, such as a business plan or engineering project.

## ***II. Requirements***

All projects must

1. Constitute advanced work in a discipline in which the student has significant coursework and experience, usually the major discipline. Cross-disciplinary proposals will need especially careful rationales and will be scrutinized closely by the Honors Advisory Committee.
2. Address the question of how the University Scholar views the relationship of faith and learning in the context of this project. This reflection may be addressed in an introduction or appendix to the paper or project, or it may be integral to the entire project.
3. Have a primary faculty advisor and second reader, both of whom are knowledgeable in disciplines pertinent to the project. One of these readers must be an on-campus SPU faculty member.
4. Have a prospectus approved by the Director of University Scholars (DUS) and the Honors Advisory Committee before the project is undertaken.
5. Be presented in a brief oral or physical form (such as a poster, CD, or exhibition) during the annual Ivy Day Honors Celebration.
6. Receive a passing grade from both the primary advisor and the second reader.

7. Be submitted as a final, revised, comb-bond manuscript including an abstract to the DUS for approval.

The amount of time and energy spent on the Honors Project should at least equal that put into four (4) credits of solid university-level work. There are no preset minimums or maximums of pages: an academic research paper would most likely be in the 40-50 page range; scientific research projects, with accompanying reports and appropriate appendices might be considerably shorter; creative products will vary in size or length.

### **III. Process**

**A. Finding a Project and Mentor.** Students who are deeply interested in their topic and well qualified by previous coursework carry out the most successful projects. Usually, one's major is the best place to find such a project. Faculty members are a rich source of project ideas, and those students who lack ideas for a topic should ask a faculty member in their area of interest for recommendations.

A prospectus for the Honors Project will be completed as part of USCH 4950, Christianity & Scholarship, before work on the Honors Project begins. This course can be taken either in the spring of the junior year or in the fall of the senior year, depending on scheduling needs. The proposed topic for the honors projects will be reviewed and approved by the Honors Advisory Committee. Each final prospectus must include the name and signature of an on-campus faculty advisor or mentor, and an approved second reader, who is usually also a faculty member. Students should discuss potential ideas and the mentoring relationship with several faculty members with expertise in the subject area under consideration. Choosing both a project topic and a mentor are complementary procedures.

Students should find a faculty member with whom they feel comfortable but who will also be a useful source of information and guidance. A good working relationship with the mentor is essential, and students should be sure there are no personality conflicts between the potential advisor and themselves. More projects have been wrecked on the shoals of poor student-mentor relationships than for any other reason.

**B. Credits and Grades.** Each student in the University Scholars program is required to complete a total of four (4) credits of USCH 4960 and/or USCH 4965. Students who elect to work on their honors project over two quarters will initially enroll in USCH 4960 for 2 credits and will receive a temporary grade of N (In Progress). Students who are entering their second quarter of honors project work will enroll for USCH 4965 for 2 additional credits, and will receive a regular

A-E grade. Those students who choose to complete the entire honors project in one quarter will enroll for 5 credits of USCH 4965 and are not required to take USCH 4960. Students should finish their Honors Project before the end of the quarter in which they are registered for USCH 4965. Those who wish to take the entire academic year to complete the project should register for USCH 4965 during the spring quarter.

**C. Progress Reports.** Honors students who have moved smoothly through their project work, completed on time, and received high evaluations have almost all given regular progress reports to their mentors. In many cases this takes place in a regular meeting once or twice a month or a written report once a month. A brief written progress report must also be turned into the DUS at the completion of USCH 4960.

**D. Submission and Revision Process.** At least three weeks before the end of the quarter in which a student is enrolled in USCH 4965, two copies of the completed thesis or the written component of the creative project must be submitted to the mentor and second reader. (The mentor may require earlier drafts as part of the progress reports discussed above.) The two readers will then make final editing suggestions, checking the manuscript for errors in grammar, spelling, punctuation, and documentation. Each reader will also send the DUS a written evaluation of and response to the project, along with a recommended grade.

Upon receiving the readers' finishing editorial advice, the student will revise and submit a comb-bound final copy of the project to the DUS, who will turn in the final grade for the project to the Registrar. The final comb-bound copy of the project is due one week after the final day of classes of the quarter and will be housed in the permanent collection in the SPU Library.

**E. Format of Completed Project.** The submitted thesis or creative project should have a cover page, a short abstract, and correct documentation according to the standards of the appropriate discipline.

1. Title Page. The title page will have each line centered on the page, with a margin of  $\frac{3}{4}$  inch on each side and a 1 and  $\frac{3}{4}$  inch margin at the top and bottom. The approval line and date will be signed and filled in by the DUS. (See sample title page at the end of this document.)
2. Abstract. The sample abstract that follows comes from Dawn Miller's thesis, entitled "The Intimate Connection Between Music and Poetry in Claude Debussy's Compositions." In general, abstracts are no more than one page in length and should follow this model in giving the overall purpose and main components of the thesis or creative project.

## Abstract

This discussion of Debussy's poetic techniques is limited to two compositions: a symphonic poem based on Stéphane Mallarmé's "Afternoon of a Faun" entitled *Prelude to the Afternoon of a Faun* and an art song trilogy based on Pierre Louÿs's "Chansons de Bilitis" entitled *Chansons de Bilitis*. Along with a discussion of Debussy's background and musical styles, both selections include an explanation of the ways in which Debussy musically reproduces the poetic effects of the poets Mallarmé and Louÿs in a further attempt to understand the intimate relationship between music and poetry.

3. Style and Documentation. Style, footnotes or endnotes, and references are to be handled according to the standard methods of the appropriate discipline, following the guidelines of the most recent edition of each style manual. Consult with your mentor.

**Art:** *MLA*

**Communication and Journalism:** *MLA, APA, or Chicago*

**Economics and Business:** Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*

**Education:** *APA*

**English:** *MLA*

**Foreign Languages and Literatures:** *MLA*

**Family and Consumer Science:** *APA or CBE*

**Health Sciences:** *APA*

**History:** *MLA*

**Linguistics:** *APA*

**Music:** *MLA*

**Natural and Mathematical Sciences:** Organization and style to follow that used in a major journal in the field, e.g. chemists follow style and organization of *Journal of American Chemical Society*

**Philosophy:** *MLA*

**Physical Education:** *MLA*

**Political Science:**

**Psychology:** *APA*

**Theatre:** *MLA*

**Theology:** Either Campbell's *Form and Style in Thesis Writing* or *APA*

**Sociology:** *APA or MLA*

THE NAME OF THE PROJECT

by

JOE OR JOSEPHINA STUDENT

FACULTY ADVISOR, AL EINSTEIN  
SECOND READER, EMILY DICKINSON

A project submitted in partial fulfillment  
of the requirements of the University Scholars Program

Seattle Pacific University

2001

Approved \_\_\_\_\_

Date \_\_\_\_\_

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