

Honors 495 Introduction to Research – Section 001

Tuesday / Thursday 1:30 – 2:45 p.m. Spring 2009 Semester

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Seminar room: Kuykendall 302

4 library sessions: Hamilton 113 (both sections)^a

6 oral presentation sessions: Kuykendall 307 (both sections)

Undergraduate Research Symposium:

Imin Conference Center, East-West Center

(Saturday, 2 May 2008: Participation required!)

www2.hawaii.edu/~pollard/search.html

www2.hawaii.edu/~pollard/critical.html

www2.hawaii.edu/~pollard/citingweb.html

This course prepares the Honors student for successfully completing the Senior Honors Project. That typically takes a year in which the student further investigates, refines and develops a topic under the supervision of a faculty advisor.

Honors 495 gives you the opportunity to initiate an extended exploration of a research topic of your choice with the assistance of a peer group and one or more faculty members. Topics may also be interdisciplinary. Projects in the arts (e.g., sculpture, music, painting) and creative writing (e.g., a novel, short story or poetry) often consist of a student's creative work framed by a brief analytical introduction and reflections, along with a bibliography.

You have much freedom in Honors 495. The oral, written, oral and other assignments will give you a chance to show how productively you are using this freedom. Topics and assignments are recursive: As the semester proceeds, expect to revisit, renew and deepen your understanding of previously introduced themes.

Within this broad goal of preparation for the Senior Honors Project are three specific learning tasks. The student will achieve the following:

- become familiar with the resources at Hamilton Library in general and resources specific to his or her discipline and research topic, as well as other University resources (e. g., special collections, research institutes, laboratories, expert faculty); and become familiar with Internet resources.
- gain a broad picture of the disciplines in a research university, one that requires the student to contemplate differences from and similarities to their projects and their colleagues' projects.
- demonstrate that the writing involved in the project is a process of vision and revision, a process crucial to producing a quality product. Clarity of expression fosters accuracy and creates excellence: the Honors Program will stress this idea.
- give oral and poster presentations of research.

You will write a proposal for your senior honors project (Honors 496). Typically, proposals are at a twenty-page paper introducing and justifying your chosen project.

^a On this occasion and on others, we will meet with Professor Jon Goss's section of HON 495.

Requirements: Besides completing all course assignments, you are required to attend class on-time and regularly. You are responsible for any assignments made in your absence.

Regardless of how worth the excuse for absenteeism, missing class makes it difficult to catch up. And it can negatively effect your evaluation. A combined total of more than 5 missed classes and/or scheduled conferences may result in a grade of "no-credit." 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 me immediately and let me know what is happening. You need *not* provide details if doing so compromises your privacy. If you contact me in a timely fashion, this will allow us to discuss if and how any missed work can be made-up.

Individual conferences. Expect to be meeting with Pollard online and F2F outside class throughout the semester. Contact me as needed. You are encouraged to make good use of the Internet. E-mail advice to individual students is kept on file. You should make your own file, too. If necessary in follow-up communications, refer to them by date. Professional communications use accurate subject lines.

Evaluation: Evaluations reflect a student's diligence and progress in developing a thesis project. Course assignments, attendance and class participation enter into the assessment. A final evaluation narrative will assess your progress through the semester. This also will include suggestions to consider as you proceed with writing your Honors Thesis. Your HON 495 evaluation will also be a factor in determining the final Honors designation with which you will graduate. (Four possible evaluations of your thesis (and of your overall work) are "No Honors," "Honors," "High Honors" and "Highest Honors.")

Any act of plagiarism (using work that is not your own without proper acknowledgment) may constitute grounds for "no-credit" in the course. The following definition is official:

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 "dry-labbing," which includes obtaining and using experimental data and laboratory write-ups from other sections of a course or from previous terms (*University of Hawai'i Student Conduct Code*).

Required books: In addition to handouts distributed online or in hard copy, you must acquire copies of two basic reference works. Whether or not the assigned chapters are summarized or discussed in class, you are expected to familiarize yourself with them:

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. 3rd edition. Chicago Guides, to Writing, Editing and Publishing. Chicago: The University of Chicago Press, 2008.

Central Information Services/Business, Humanities & Social Sciences Department. *Basic Library Research Handbook*. 2nd ed., rev. Honolulu: University of Hawai'i at Manoa Library, 2004. Chapters 1-6. Also, downloadable at <http://www.hawaii.edu/mailref/instruction/blrh/>

Recommended books (mostly on 48-hour reserve in Sinclair Library). In addition to the two required books, many students have benefited by consulting the following library books:

- Barzun, Jacques and Henry F. Graff. *The Modern Researcher*. 5th ed. Boston: Houghton Mifflin, 1992. Call number: **D13 B334 1992b**
- Becker, Howard Saul. *Writing for Social Scientists: How to Start and Finish Your thesis, Book or Article*. Chicago Guides, to Writing, Editing and Publishing. Chicago: The University of Chicago Press, 1986. Call number: **H91 .B4 1986**
- Cook, Clair Kehrwald. *Line by Line: How to Edit Your Own Writing*. Boston: Houghton Mifflin, 1985. Call number: **PE1441 .C66 1985**
- Fowler, H. Ramsey and Jane E. Aaron. *The Little Brown Handbook*. 5th ed. New York: HarperCollins, 1992. Call number: **PE1112 .F64 1992**
- Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 6th ed. New York: Modern Language Association, 2003. Call number: **LB2369 .G53 2003**
- Lipson, Charles. *Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success*. Chicago Guides, to Writing, Editing and Publishing. Chicago: University of Chicago Press, 2004. **PN171.F56L56 2004** [Available from UH-Hilo by Intra System Loan; also, in Windward Community College Reference]
- Lipson, Charles. *How to Write A BA Thesis: A Practical Guide from Your First Idea to Your Finished Paper*. Chicago Guides, to Writing, Editing and Publishing. Chicago: The University of Chicago Press, 2005. Call number: **LB2369 .L54 2005**
- Turabian, Kate L. *A Manual for Writers of Term Papers, Theses and Dissertations*. 6th ed. Rev. by John Grossman and Alice Bennett. Chicago: The University of Chicago Press, 1996. Call number: **LB2369 .T8 1996**

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.

The KOKUA office is located in Queen Lili‘uokalani Student Services Center #013. The phone number is 956-7511.

Deadlines calendar (partial):

<i>Assignment</i>	<i>Form #</i>	<i>Date due</i>
Information form	1	15 January
Abstract	2	20 January
Bibliography	3	17 February
Thesis Map or Outline	4	26 February
Research Proposal	5	5 March
Working Bibliography	6	10 March
Abstract for Symposium (preliminary version)	-	<i>(to be announced)</i>
Abstract for Symposium (final version)	-	<i>(ditto)</i>
First Draft of Proposal	7	7 April
Research poster	-	1-2 May
Oral presentation (Undergraduate Research Symposium)		2 May
Final Draft of Proposal	8	5 May

These due dates are repeated below on pages 4-9, as well as on Assignments 1-8 (pages 10-19). Other assignments are also listed in the syllabus.

Day/date	Themes, activities (subject to revision)
Tuesday January 13 <i>Kuykendall 302</i>	<p>Syllabus, assignments and semester timeline.</p> <ul style="list-style-type: none"> • Personal introductions. • Secrets of success. Anne Lamott, “Short Assignments,” in <i>Bird by Bird; Some Instructions on Writing and Life</i>, 1st ed (New York and San Francisco: Pantheon Books, 1994), pp. 16-20.
Thursday January 15 <i>Kuykendall 302</i>	<p>Arguments, Paradigms, Scholarship.</p> <ul style="list-style-type: none"> • Readings prior to class: Kuhn, Thomas S. 1961. “<i>The Function of Measurement in Modern Physical Science</i>,” <i>Isis</i> 52: 161-193; reprinted in Thomas S. Kuhn (ed.), <i>The Essential Tension: Selected Studies in Scientific Tradition and Change</i> (Chicago, The University of Chicago Press, 1977), p. 31-63. See questions in study guide. Do not let the title mislead you: There is not a single mathematical equation in this article. It will help you appreciate 1) different ways of <u>framing</u> research questions and 2) possible uses and misuses of <u>evidence</u>. • Also, <i>The Craft of Research</i>, “Preface” and Ch. 1 (“Thinking in Print: The Uses of Research, Public and Private”). • View BBC World Wide “The Double Helix” (Princeton, New Jersey: Films for the Humanities and Science, 1998) [VIDEO 18130, excerpt: 18’ 45”]. This fact-based reenactment of the discovery of the structure of the DNA molecule highlights 1) “thinking-outside-the-box,” 2) informal learning, 3) conflict between research cultures, 4) bad behavior (!), and 3) “the invisible college of the community of scholars. • Discussion in response to questions in video viewing guide and presentation based on “Inquiry, Analysis, and Communicable, Defensible Answers: Seeking Common Ground among Different Research and Expressive Traditions” (handout). • Assignment due: Information Form # 1
Tuesday January 20 <i>Kuykendall 302</i>	<ul style="list-style-type: none"> • Writing an abstract: from topic to abstract or proposal. • Reading prior to class: <i>The Craft of Research</i>, Ch. 2. (“Connecting with Your Reader: (Re)Creating Your Self and Your Audience”) and Ch. 3 (“From Topics to Questions”) • Assignment due: 300-word abstract (Form # 2) • “Teaching Undergraduates to think like researchers” and “World in a Bowl of Ramen” (handouts).

Thursday
January 22
Hamilton 113

- **Read before class:** *Basic Library Research Handbook*, Ch. 1 (“Getting Started”), Ch. 2 (“Exploring the Library”), and Ch. 3 (“Planning Your Research”). Answer the end-of-chapter questions

(Sections meet together)

- **Recommended:** Three Internet guides to evaluating websites
<http://www2.hawaii.edu/~pollard/critical.html>
<http://www.library.jhu.edu/researchhelp/general/evaluating/>
<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>
- **Library skills 1:** General information
With library instructor Jodie K. Mattos & colleagues.

Tuesday
January 27
Kuykendall 307

Peer panel

- Tactical and strategic advice from successful former HON 495 students.

Thursday
January 29
Hamilton 113
(Sections meet together)

- **Read before class:** *Basic Library Research Handbook*, Ch. 4 (“Finding Books”) and Ch. 5 (“Finding Articles”). At the end of each chapter, answer as many questions as possible.
- **Library skills 2:** Searching from the computer terminal
With library instructor Jodie K. Mattos.

Tuesday
February 3
Hamilton 113

- **Read before class:** *Basic Library Research Handbook*, Ch. 6 (“Finding Other Resources”) and Ch. 7 (“Evaluating Information”). At the end of each chapter, answer as many questions as possible.

(Sections meet together)

- **Library skills 3:** online resources; databases.
With library instructor Jodie K. Mattos & colleagues.

Thursday
February 5
Kuykendall 302

Presentations: Prepare short oral presentation of two (2) sources from your bibliography and discuss how they inform, shape or guide your project. In other words, why are these important sources?

Note taking and producing a literature review: How to stay organized.

Conceptualizing bibliographies: Reading primary and secondary sources:

- **Reading prior to class:** *The Craft of Research*, Ch. 4 (“From Questions to Problems”); Ch. 5 (“From Problems to Sources”); and 6 (“Using Sources”).

<p>Tuesday February 10 <i>Kuykendall 302</i></p>	<ul style="list-style-type: none"> • Presentations: 2-minute presentations (students paired with one another sharing essentials and importance of their topic, research questions, methods and/or sources; each student re-presents her/his partner’s topic to the class. After having listened to a summary of your own topic by a peer, what else do you now realize must be done next? • Organizing one’s research and life as a scholar. Readings prior to class: <i>The Craft of Research</i>, Ch. 7 (“Making Good Arguments: An Overview”) and Ch. 8 (“Claims”); and C. Wright Mills, “On Intellectual Craftsmanship,” in, <i>The Sociological Imagination</i> (First published, 1959; Oxford and New York: Oxford University Press, 2000), “Appendix,” pp. 195-226.
<p>Thursday February 12 <i>Kuykendall 302</i></p>	<p>From thesis statement to research proposal: Structuring the draft. Reading for class: <i>The Craft of Research</i>, Ch. 11 (“Warrants”); this chapter represents a strategic contribution to the book; it may give you a new way of thinking about your writing.</p>
<p>Tuesday February 17 <i>Kuykendall 302</i></p>	<ul style="list-style-type: none"> • Assignment due: Bibliography (Form # 3) • Reading prior to class: <i>The Craft of Research</i> Ch. 13 (“Revising your Organization and Argument”) Examples of conceptual maps (handout).
<p>Thursday February 19 <i>Kuykendall 302</i></p>	<ul style="list-style-type: none"> • Reading prior to class: Anne Lamott, “Shitty First Drafts,” in <i>Bird by Bird</i>, pp. 21-27. Do not be put off by the author’s subtitle for this section: Lamott’s basic point is one with which experienced writers are familiar. • Organizing a draft. • Outlines from abstracts. Citations: form and function
<p>Tuesday February 24 <i>Kuykendall 302</i></p>	<p>Professionalism: scholarly customs, expectations, ethics, other human subjects issues:</p> <ul style="list-style-type: none"> • Stanley Milgram, “Obedience” [VIDEOTAPE 4777: excerpt]. • Consent forms drafted and used by previous Honors 495 and 496 students (with the consent of those students!) <p>Examples of annotated bibliographies (handout).</p>
<p>Thursday February 26 <i>Kuykendall 302</i></p>	<p>Assignment due: Map your thesis argument (Form #4) 2-minute presentations in front of class, with feedback</p> <ul style="list-style-type: none"> • “Becoming a sophisticated consumer of advice” (presentation). <p>Research done for writing a peer-reviewed review of a translation of the novel <i>Anak Semua Bangsa</i> (Child of All Nations) by Pramoedya Ananta Toer (handout of reviewers’ comments with object-lesson on how to respond to reviewers – or your future thesis committee!).</p>

<p>Tuesday March 3 <i>Hamilton 113</i></p>	<p>Library skills 4: Individualized concerns</p> <ul style="list-style-type: none"> • Come with questions for librarians Jodie Mattos & colleagues
<p>Thursday March 5 <i>Kuykendall 307</i> (Sections meet together)</p>	<ul style="list-style-type: none"> • Assignment due: Research Proposal (1000 words) Form #5 <p>Faculty Scholars Panel</p>
<p>Tuesday March 10 <i>Kuykendall 302</i></p>	<p>Assignment due: Working bibliography Form #6</p> <p>2-minute presentations (continued)</p>
<p>Thursday March 12 <i>Kuykendall 307</i> (Sections meet together)</p>	<p>Using Power Point</p>
<p>Tuesday March 17 <i>Kuykendall 307</i> (Sections meet together)</p>	<ul style="list-style-type: none"> • Before today’s class, study Dr. Marilyn Levine’s online guidance for research poster presentations: http://www.lcsc.edu/ss150/poserwhat.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 • Creating a poster presentation
<p>Thursday March 19 <i>Kuykendall 302</i></p>	<ul style="list-style-type: none"> • Reading prior to class: <i>The Craft of Research</i> Ch. 12 (“Planning and Drafting”) • From intermediate draft to final draft: Examine two successive drafts of a short encyclopedia article. • Peruse two sample “Final Drafts” from Honors students in a previous semester (having granted their consent for this purpose). Notice the explicit labeling of sections and other transitions between the parts of these thesis proposals.

(Spring Break!)

<p>Tuesday March 30 <i>Kuykendall 302</i></p>	<p>Peer editing abstracts workshop Bring in three (3) copies of your title and your draft abstract (250 to 275 words) for the Symposium program.</p>
<p>Thursday April 2 <i>Kuykendall 307</i> (Sections meet together)</p>	<p>Peer editing workshop (continued) Bring in three (3) copies of your title and revised draft abstract (250 to 275 words) for the Symposium program.</p>
<p>Tuesday April 7 <i>Kuykendall 302</i></p>	<p>Assignment due: First Draft Form # 7 Selective review of themes articulated in <i>The Craft of Research</i> Cognitive advantages of shifting between oral, written and visual presentation of one’s research and research proposals.</p>
<p>Thursday April 9 <i>Kuykendall 302</i></p>	<p>Have you secured formal agreement from a UH faculty member to be your thesis mentor? “First aid” for final drafts.</p>
<p>Tuesday April 14 <i>Kuykendall 307</i> (Sections meet together)</p>	<p>Students’ oral presentations 8 to 10 minutes; followed by post-presentation Q&A, other guidance, including oral and written peer-to-peer evaluations.</p>
<p><i>Date to be announced</i></p>	<p>Final deadline for Undergraduate Research Symposium title, abstracts</p> <ul style="list-style-type: none"> • As needed, make final revisions in title or abstract. Submit online. See the guidance on the Honors website, or follow instructions from the Honors Program.
<p>Thursday April 16 <i>Kuykendall 307</i> (Sections meet together)</p>	<p>• Students’ oral presentations (continued).</p>
<p>Tuesday April 21 <i>Kuykendall 307</i> (Sections meet together)</p>	<p>• Students’ oral presentations (continued)</p>
<p>Thursday April 23 <i>Kuykendall 307</i> (Sections meet together)</p>	<p>• Students’ oral presentations (continued).</p>

Tuesday April 28 <i>Kuykendall 307</i> (Sections meet together)	<ul style="list-style-type: none">• Students’ oral presentations (continued).
Thursday April 30 <i>Kuykendall 207</i> (Sections meet together)	<ul style="list-style-type: none">• Individual consultations regarding oral presentations• Optional extended practice on Thursday and Friday afternoons (if requested and organized by students)
Friday May 1 <i>Imin Conference Ctr.</i>	<ul style="list-style-type: none">• Assignment due:<ul style="list-style-type: none">○ Posters due in Imin Conference Center, <i>time to be announced.</i>
Saturday May 2 <i>Imin Conference Ctr.</i>	<ul style="list-style-type: none">• Assignment due:<ul style="list-style-type: none">○ Oral presentations in Imin Conference Center○ Research poster presentations
Tuesday May 5 <i>Watanabe 113</i>	<ul style="list-style-type: none">• Final draft of proposal (Form 8)• Course evaluations
May 7 - 16	Individualized exit conference: Make an appointment to suit your schedule, preferably before the end of Final Exam Week.

Assignment #1 - DUE: 15 January

Please type or clearly write your responses and attach a copy of your curriculum vitae (academic resume)* to this form.

LAST NAME, FIRST NAME:

E-MAIL ADDRESS:

PHONE NUMBER(S):

PAGER:

MAJOR(s):

PLANNED DATE OF GRADUATION:

SPECIFIC AREAS of INTEREST:

THESIS TOPIC/TITLE (if decided upon):

Previous research experiences (include participation on research projects, presentations, research reports and publications):

How many writing-intensive courses have you completed? _____

How do you expect that this course will help you with your senior honors project?

What do you think will be the most challenging aspect of completing a senior honors thesis? (for example, choosing a research problem, staying organized, research, writing, and so on)?

Describe your idea/topic for your Seniors Honors Project, however vague it may seem.

Your advisor: _____

Your future thesis advisor (if you have a commitment): _____

* A curriculum vitae (or “CV”) is requested simply to make sure that you will have one when you begin applying for grants and awards to support your thesis research.

Assignment #2 - DUE: 20 January1st 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 your teacher, fellow students, your adviser and other resource staff. Doing this assignment 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.

Assignment #3 - DUE: 17 FEBRUARY**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. 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 miscellaneous category 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.

Assignment #4 - DUE: 26 February

Map your thesis argument

Organizing a thesis argument can be done in numerous linear representational forms. Below are four different ways to map out your argument:

1. **Outlines** partition an argument into various subcategories, offering a conceptual summary of the argument and its structure from introduction to conclusion.

2. **Bullet points** offer a list of essential steps in the argument.

3. **Flowcharts** give you the opportunity to show linear and recursive connections between different parts of your argument.

4. **Conceptual maps** may or may not be more elaborate than an outline or flowchart, but Conceptual maps 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.

In class, your teacher(s) will distribute examples of ways in which different kinds of arguments have been mapped.

Map your inquiry or argument in one of the following formats: Design a logical outline, flowchart or conceptual map that helps you explore, understand, and explain your thesis argument.

Assignment #5 - DUE: 5 March

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 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!

Assignment #6 - DUE: 10 March

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 judgment 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.

Assignment #7 - DUE: 7 April
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. 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: 1) Write up as fully as possible those portions of the outline that you can. 2) Present the others in an “underwritten” form (labeled as such) 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 me 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 me what you want me to look for, 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 Spring 2009. The timeline should include target dates for the following:
- abstract due date
 - symposium
 - completion of proposal
 - preliminary tests/development of methodology
 - completion of experiments/surveys/components of creative projects
 - repetition/improvement
 - data analysis and presentation, if relevant (for example, graphs, tables)
 - writing (additional library research) of honors thesis
 - polishing
 - review by adviser
 - polishing
 - public presentation of honors project
 - final submission of honors thesis (typically, Spring, Summer or Fall 2010)
- 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.

Assignment #8 - DUE: Tuesday, May 5
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) Review *The Craft of Research*, Ch. 14
- 3) Polish the writing
- 4) Refine research question/objectives/thesis statement
- 5) Background – improve focus, increase number of references
- 6) Proposed research – develop logic behind your research approach, show that you understand the strengths and pitfalls of your methodology
- 7) Add tables, figures, drawings as appropriate to better explain your points
- 8) 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 me 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, typically, 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, for example, in time to graduate at the end of the Spring 2010 Semester (or later). The timeline should include target dates for:

- completion of proposal
- 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 (typically, Spring, Summer or Fall 2010)

16) Appendices