The Honors College at UMass Lowell

A Guide to Honors
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## Contact Information

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<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dean:</strong></td>
<td>Jim Canning</td>
<td><a href="mailto:James_Canning@uml.edu">James_Canning@uml.edu</a></td>
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<td>South Campus:</td>
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<tr>
<td>O'Leary Library 124</td>
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<tr>
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<tr>
<td><strong>Coordinator:</strong></td>
<td>Elizabeth Donaghey</td>
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<tr>
<td>**First Year Learning</td>
<td>Elizabeth Farmosa</td>
<td><a href="mailto:Elizabeth_Farmosa@uml.edu">Elizabeth_Farmosa@uml.edu</a></td>
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<tr>
<td>Communities Coordinator</td>
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<td>and Data Manager:**</td>
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<tr>
<td><strong>Student Success Coordinator:</strong></td>
<td>Megan Hadley</td>
<td><a href="mailto:Megan_Hadley@uml.edu">Megan_Hadley@uml.edu</a></td>
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<td><strong>Honors College Office:</strong></td>
<td>University of Massachusetts Lowell</td>
<td><a href="mailto:Honors@uml.edu">Honors@uml.edu</a></td>
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<td>61 Wilder Street</td>
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Mission Statement

Our mission is to challenge, encourage, and celebrate undergraduate students who pursue a path of academic excellence on their way to becoming advanced scholars, working professionals, creative artists, and/or community leaders. We do this through innovative and engaging classroom settings, living communities, and special events that promote a love for inquiry, learning, and exposition.

The Honors College at UMass Lowell welcomes students who are able to thrive in a reading, writing, and research oriented environment and who want to be encouraged and challenged by their peers and our Honors Faculty.
The Rules

(Last Updated: June 2014)

The Honors College at UMass Lowell is a campus-wide honors program. To graduate with a Commonwealth Honors designation the honors student must satisfy four CHP requirements.

They are:

- **CHP 1:** Earn a 3.25 grade point average.
- **CHP 2:** Understand and satisfy the eight honors course requirements (H1 through H8). These are not extra courses, just different courses. (see below).
- **CHP 3:** For each semester you are enrolled in the program, you must attend one enrichment event and submit its associated E1 form within two weeks of the event.
- **CHP 4:** Create and present either an Honors Project or an Honors Thesis.

The H1 – H8 Honors Course Requirements

All Commonwealth Honors students must fulfill eight honors course requirements, H1 - H8. For almost all majors on campus, these are not extra courses, just different courses. Students must earn a “B” or better in an honors course for it to fulfill an Honors requirement. It is important all Honors students fully understand the H1-H8 requirements to ensure their successful completion of the Honors College.

*Deviations from any of the H1 – H8 honors requirements must be formally requested by submitting an Honors Petition for Exception which can be obtained from www.uml.edu/honors. The petition must be approved by the Dean of the Honors College.*

The H1 through H8 honors course requirements are:

**H1:** Take HON 110 First Year Seminar in Honors (FYSH). This course also satisfies an Arts and Humanities (AH) general education course requirement.

**H2:** Take an honors section of 42.102 College Writing II.

**H3:** Take any dedicated honors course. Honors Calculus I (92.141), the honors section of 48.101 Introduction to Sociology, and the honors section of 60.210 Professional Communication are three examples of dedicated honors courses. Dedicated honors courses are typically lower enrollment, more engaging, seminar-like classes.
H4: Take either an Honors Seminar or any honors general education course. However, this course must be from a department that is different than the course you took to satisfy the H3 requirement.

H5: Take either a dedicated honors course offered at the 300/400 level, augment any 300/400 level non-honors course with an honors-by-contract, or take any graduate course. Graduate courses have 500 numbers or higher.

H6: Take an Honors Seminar course. A complete list of approved honors seminars is given at www.uml.edu/honors. Honors seminar courses are 300/400 level approved honors courses that are low-enrollment, engaging, and seminar-like.

H7, H8: Satisfying these two course requirements vary according to your chosen major. These courses typically serve as the foundation for either your Honors Project (3 or 6 credits) or your Honors Thesis (6 credits). There are many ways to meet these requirements. One way is for the student to twice enroll in a Directed Studies course within their major. Another way is to use a major’s existing and mandatory capstone project course(s). To learn more precisely how you would satisfy the H7 and the H8 within your major, please consult www.uml.edu/honors.

The Enrichment Requirement (E1)

For each semester you are enrolled as a Commonwealth Honors student, you must fulfill what is referred to as the E1-Requirement. To do this you must do two things. First, you need to attend or participate in an enrichment event that is reasonably considered outside of your major. For example, we encourage the physics major to attend the Meryl Streep event or we hope that the music major will listen to a presentation by a novelist who has come to campus. This event should occur somewhere on-campus and it cannot be a class requirement. Second, you must fill out and submit an E1 form for the event within two weeks of the date that the event occurred. When filling out the E1 form, you will be asked to describe and reflect upon the event you attended. If necessary, it is possible to attend a cultural, scholarly, or service-learning event off-campus, but you should first obtain approval from the honors E1 Coordinator.

The Honors Project or the Honor Thesis

Working on either an Honors Project or an Honors Thesis is one way for UMass Lowell students to grab hold of a learning experience that they are truly engaged in. This is an opportunity to become creative and pursue a topic for 6 months to a year. An Honors student would not be alone in the process, as a faculty mentor will be working with the individual student, or in a team of students, every step of the way. Honors Projects and Honors Theses are varied. An Honors Project pursues either a solution to an applied problem or the creation of an artifact, such as an artistic display or musical production. An Honors Thesis strives to create new knowledge. A student’s Honors Project or your Honors Thesis will culminate in a final document and an individual presentation. The document will be put on high-quality paper, hard-bound, and then placed into the Honors Thesis archives.
Frequently Asked Questions

Q1) I joined the Honors College late and I missed my chance to take HON.110 FYSH. What can I do?

Answer: Students can replace FYSH with either an honors section of an AH/SS general education course or any Honors Seminar course.

Q2) I either received AP credit for College Writing II or I have already taken it. What can I do?

Answer: Students can replace Honors College Writing II with either an honors section of any honors AH/SS general education course or any Honors Seminar course.

Q3) When I joined the Honors College, I had already accumulated 30 or more college credits, do I still need to take all eight course requirements?

Answer: No. The Honors College will waive either your H1 or your H2* honors course requirements. *If you have earned credit for 42.102 College Writing II already.

Q4) When I joined the Honors College, I had already accumulated 60 or more college credits, do I still need to take all eight course requirements?

Answer: No. The Honors College will waive both your H1 and your H2 honors course requirements
Honors College Overview and Features Summary

Academic Standing

• In order to remain in good academic standing with the Honors College, students must maintain an overall cumulative grade point average of 3.25 or higher.
• Students whose GPA falls between 3.0 and 3.25 must consult with an Honors College advisor to develop an educational plan that will help lead them back to a qualifying GPA.
• Students whose GPA falls below 3.0 will be dismissed from the program.

Special Features for Honors Students

• *Residence Life*: Incoming Freshmen are welcome to live in dedicated space within Leitch Hall. Upperclassmen Honors student may choose to live within dedicated wings of either University Suites or Riverview Suites. Honors students to enjoy quiet hours for studying, a chance to meet fellow honors students, and special events and programming within the residence hall.
• *Scholarship Opportunities*: The Honors Fellowship Endowment Fund provides merit based financial assistance for qualified students in the Honors College. Scholarships are awarded during the spring semester.
• *Senior Research Grants*: The Honors College offers up to ten grants of up to $500 for materials and/or activities related to the Senior Exposition. Contact the honors office for more information.
• Small classes designed to promote critical, cognitive, and creative potential.
• Opportunities for undergraduate research and conference attendance.
• Cultural enrichment and social events.
• Honors student common space for relaxing, studying, and socializing.
• Early course registration privileges.
• Designation as a Commonwealth Honors Scholar on your degree and transcripts.
How Does A Student Earn Honors Credit?

There are five ways a student can earn honors credit:

1. **Honors Course**

   An Honors course is a course specifically designed for Honors students, such as Honors Physics I (95.161). All sections of an Honors course are “300” sections, and all students enrolled in the course should be striving to achieve Honors credit. The class size is usually smaller than that of a traditional course: typically there are no more than 20 students in an Honors course.

2. **Dedicated Honors Section of a Regular Course**

   A dedicated Honors section of a regular course is a “300” section of a non-Honors course, such as Economics I (49.201 section 301). A dedicated honors section is similar to an Honors course in that all students in that section are striving to earn honors credit. However, there are also non-Honors sections of the course that meet separately. The differences between an Honors section and a regular section of the same course are that the size of the Honors section is smaller and the course content is “enriched” in some way.

3. ** Concurrent Honors Section of a Regular Course**

   In a concurrent Honors section of a course, a “300” section is created to run in the same room at the same time as a regular section. Students striving to earn Honors credit register for the “300” section, where they will be required to complete additional assignments or projects above and beyond what is required for the regular section.

   In concurrent sections the class size may be larger than in a dedicated Honors section, but the Honors students will nevertheless have opportunities to meet with the professor to discuss the material related to the Honors component of the course.

   **Faculty should create a separate syllabus** for those students in the Honors ("300") part of the section indicating what alternate assignments they must complete and how those assignments will be counted toward their course grade. (Sample syllabi are available from the Honors College Office.)

4. **Honors-by-Contract**

   Honors-by-contract is a way for students to obtain honors credit for a course that does not have a dedicated honors section or a concurrent Honors section. This option is open only to students enrolled in the Honors College.

   The professor and student agree on a required project or set of assignments that must be completed in order to obtain honors credit. Students are responsible for filing the
honors by contract form with the Honors Office. (This form is included in Appendix A of this guide.) The Registrar’s Office is then notified of the contract agreement for the course and a “300” section is created for that individual student.

An Honors-by-Contract may be used on a 300/400 level course to satisfy the H5 Honors Course requirement.

*Faculty should create a separate syllabus* for the honors-by-contract student indicating what alternate assignments must be completed and how those assignments will be counted toward the course grade. (Sample syllabi are available from the Honors College Office.)

The student and professor meet periodically throughout the semester to evaluate the student’s progress. Honors-by-contract differs from a concurrent section in that there is usually only one student in a section of a course who is executing honors-by-contract.

### 5. Graduate Courses

A student may earn Honors credit by completing a graduate course as an undergraduate. Any student, who earns a ‘B’ or better in any graduate course, while still an undergraduate, may use that course for Honors credit.

A graduate course may be used to satisfy the H5 Honors Course requirement.

**Some things to remember about honors courses and sections**

- Honors courses are distinguished from regular courses by a “300” section number. *For example*: The number for College Writing II 42.102.xxx. “42” represents the department number, “102” is the course number/level, and the last set of numbers is the section number. Therefore, 42.102.301 (302, 303, etc.) would be an Honors section.

- A student **must earn a grade of B or higher in order to obtain honors credit**. Note that a B- does not qualify for Honors credit (though any grade of D or above still earns regular credit).

- A student who wishes to change from an Honors section to a non-Honors section of the same course or who wishes to withdraw from an Honors-by-contract agreement **must do so by the fifth Wednesday of the semester**.
Enrichment Requirement (E1)

What is the E1?

All honors students must participate in one enrichment activity per semester, outside their major, in order to maintain good standing in the Honors College for the semester. Students are expected to use an event solely for the purpose of fulfilling this requirement, and not to “double dip” and use an event that fulfills a course or other requirement for the E1 as well.

Why is this a requirement?

The purpose of the E1 is to give students the opportunity to learn about something outside of their major and then do some critical thinking about what they have learned. The idea is that these kind of experiences allow students to develop well-rounded perspectives of the world and possibly use ideas and knowledge from other fields to help them succeed and excel in their area of expertise.

What next?

After attending an E1 event, Honors students must fill out the form and complete a brief reaction (explained on the form), which is located in the Appendix of this guidebook, in the Honors Office (O'Leary 300), and online.
Honors Housing

Leitch Hall: For Incoming Freshman

The Freshmen Honors College Living-Learning Community is located in Leitch Hall on East Campus. Honors students are also welcome to attend all activities in University Suites, where some of the upperclassmen Honors Living-Learning Community is housed.

University Suites: For Upperclassmen

Upperclassmen in the Honors College will have the choice of moving into University Suites on East Campus. This new, state-of-the-art Residence Hall is highly praised and sought after, and has dedicated wings for the Honors Living-Learning Communities.

How Do I Get Honors Housing?

Current Honors students whose housing deposits are received by the deadline set by ResLife will have first priority. Be advised that Honors Housing is on a first come, first serve basis. After Honors students submit the $200 Housing Deposit to ResLife, they will be able to select a preference for Honors on the Living-Learning Community (LLC) Interest Form within the Housing Contract.

Questions?

Contact: Elizabeth Donaghey
or
Residence Life Housing Office: 978-934-5160
Honors Advisor List

In addition to their academic advisor, students also have an Honors advisor based on their major. If you ever have Honors advising questions or concerns, please refer to your appropriate Honors advisor.

Jim Canning: Science Majors (excluding Biology and Chemistry)

Beth Donaghey: Social Science Majors
Biology Majors
Chemistry Majors

Elizabeth Farmosa: Fine Arts Majors
Health Majors

Maria Matarazzo: Business Admin.: Finance and Accounting Concentrations

Karen Hvizda: Business Admin.: All other concentrations

Megan Hadley: Humanities Majors
Engineering Majors

Jennifer Gorczyca: Mechanical Engineering Majors*

Eric Maase: Chemical Engineering Majors*

* Indicates that advisor will be listed as the student’s regular academic advisor and Honors advisor. If students in these majors would like additional Honors advising, they can refer to Megan Hadley.
Honors-By-Contract

An Honors-By-Contract is an agreement between an honors student, an instructor, and the Honors College whereby the student agrees to take on additional honors level work as it pertains to the class. The extra work should add to the richness of the course and the material covered. It should not be simply doing more of the same (ie. solve the even problems as well as the required odd ones). Both the student and the instructor should clearly understand what extra work is defined and both should understand its value. Honors-By-Contracts vary between and within disciplines. For more information about Honors-By-Contract see www.uml.edu/honors.

An Honors-By-Contract can only be used to satisfy the H5 honors course requirement. To fulfill the H5 honors course requirement, the contract must be associated with either a 300 or 400 level course. Contracts associated with 100 or 200 level courses are encouraged and they can be approved, but they will not satisfy any of the H1 – H8 honors course requirements. These will be extra honors experiences and they would be so noted on the transcript.

**Step 1:** Meet with the instructor and define what extra work will be done to make the course worthy of honors credit.

**Step 2:** Fill in this required information.

Name: ___________________________________________  Student ID: ______________________________

Email: ___________________________________________  Phone #: _____________________________

Major: ___________________________________________  Circle One: FR  SO  JR  SR

Course Number and Name: __________________________________________

Semester (circle one):  Fall  Spring  Summer

**Step 3:** Obtain Signatures

Student: ___________________________________________  Date: _____________________________

Instructor: _________________________________________  Date: _____________________________

Honors Office: ______________________________________  Date: _____________________________

**Step 4:** Attach the course syllabus, which has been extended to include clearly identifiable honors level work.

**Step 5:** Honors-By-Contracts create an opportunity for the student and instructor to interact more frequently and directly during the semester. This interaction would occur outside of lecture, perhaps during office hours. Please identify the nature and frequency of such anticipated meetings between student and instructor over the course of the semester.

How frequently will you meet? __________________________________________

What might these meetings entail? __________________________________________

**Note 1:** This Honors-By-Contract form and related materials are due in the Honors Office by the fourth Friday of the semester.

**Note 2:** A student may drop an Honors-By-Contract on or before the fifth Wednesday of the semester. After that date, the only way to drop a contract is to drop the course completely.
Enrichment Requirement (E1)

Name: ________________________________________  Student ID: ____________________________  Date: __________

What is your major(s)/minor(s)? ________________________________________________________________

Each semester every honors student must attend or participate in at least one enrichment activity that is outside of their major. Ideally it would even be outside of their college. We refer to this activity as the E1. We want the history major to attend a talk in the Physics Dept. We want the mathematics major to go to a play on-campus. We want the music major to attend the Meryl Streep event. We want the philosophy major to attend a DifferenceMaker workshop. Each semester there are many events and activities that students can attend. Pick one. Pick more than one. Be engaged.

The Honors College frequently posts possible E1 events on the honors listserv, but students should be looking out for other cultural and academic events they can attend too. If you are unsure if an event would qualify, just email honors@uml.edu.

The event must:
• be outside of a student’s major.
• not be part of a course requirement.
• happen during the semester and it should, ideally, be on-campus

Complete this form and return it to the Honors College Office within two weeks of the event. You can drop it off on South Campus in O’Leary 300 or in our mailbox in Southwick 308.

What was the title of the event? ________________________________________________________________

What date and time did the event occur? __________________________________________________________

Where did the event take place? _________________________________________________________________

To complete your E1, you must create a typed, one-page, 12-point font, double spaced write-up, with 1" margins. Attach your write-up to this cover sheet with a neatly placed angled staple in the upper left hand corner. Your write-up must contain at least these four components:

• A centered title of your write-up at the top of the page, with your first and last name centered in the line below.
• A brief summary of the event
• Did you discover anything new or exciting at the event? Did you learn anything? What was your take-away?
• What was your reaction to the event? Did you like it? Would you recommend it to your friends? Parents? Teachers?

Your E1 write-up should not only be a nice read, but it should also look nice. It has your name on it. Use proper grammar and spelling. It should be done thoughtfully and not rushed. It is done with love, care, and pride.
Honors Petition for Exception

Name: ______________________  Student ID: ______________________  Date: __________________

What is your major(s)/minor? ___________________________________________________________

First Full Semester in Honors: _______________  Semester You Intend to Graduate: _________________________

Student Signature: ____________________________  Student Email: _______________________________________

The purpose of this petition is to request either a waiver or a replacement of one of the H1 through H8 honors course requirements. Waivers and replacements are not given lightly. If you feel you have a good reason why you are absolutely unable to meet one of the H1 through H8 course requirements, please make your strongest and best case below in writing. You may type up your statement on another piece of paper and neatly staple it to this petition.

“I know that our Commonwealth Honors Program has eight course requirements labeled H1 through H8. I request that course requirement H______ (fill this in) be REPLACED or WAIVED (circle one).”

What will you replace it with? or Under what grounds should it be waived? Explain.

Please complete this form and return it to the Honors Office on South in O’Leary 300 or the mailbox on North Campus in Southwick 308.

Honors Office Use

The student’s E1s are UP TO DATE NOT UP TO DATE Initial: ____________

The student has NO ONE TWO other approved petitions for exceptions. Initial: ____________

Request: APPROVED DENIED

Reason the request was approved or denied.

Signature of the Dean of the Honors College: ____________________________ Date: __________________

If you have any questions contact us at 978.934.2797 or email us at Honors@uml.edu.
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3. Tips for Public Speaking
4. Visual aides
5. Final Turn in of the Thesis

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II. Honors Mentor Declaration Form
III. Proposal Form
IV. Senior Research Grant Application
V. Completion Form
Part 1: 
Getting Started

*It is only through labor and painful effort, by grim energy and resolute courage, that we move on to better things.*

Theodore Roosevelt
Honors College Thesis Requirements

There are several forms that need to be completed along the way. They are as listed:

1. Honors Mentor Declaration Form
2. Thesis Proposal
3. Thesis Completion Form

Here is an example timetable for a two semester Thesis done over the course of Senior Year.

<table>
<thead>
<tr>
<th>THESIS STEP</th>
<th>DATES FOR SPRING THESIS</th>
<th>DATES FOR A FALL THESIS</th>
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<tbody>
<tr>
<td>Honors Mentor Declaration Form</td>
<td>1st Friday in May</td>
<td>1st Friday in December</td>
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<tr>
<td>Do Preliminary Research</td>
<td>May-September</td>
<td>January</td>
</tr>
<tr>
<td>Meet with Honors Mentor weekly/bi-weekly</td>
<td>During Fall Semester</td>
<td>During Spring Semester</td>
</tr>
<tr>
<td>Thesis Proposal</td>
<td>2nd Friday in October</td>
<td>2nd Friday in March</td>
</tr>
<tr>
<td>Outline and Annotated Bibliography</td>
<td>Friday before Finals</td>
<td>Friday before Finals</td>
</tr>
<tr>
<td>Continue Research and Start Writing</td>
<td>October-January</td>
<td>March-June</td>
</tr>
<tr>
<td>Completed 1st Draft</td>
<td>February</td>
<td>September</td>
</tr>
<tr>
<td>Completed Final Draft</td>
<td>By the end of March</td>
<td>By the end of October</td>
</tr>
<tr>
<td>Present and Defend Thesis</td>
<td>During April</td>
<td>During November</td>
</tr>
<tr>
<td>Thesis Completion Form</td>
<td>Last Friday in April</td>
<td>1st Friday in December</td>
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*Bolded Item must be turned into the Honors Office on South in O’Leary 300 or the mailbox on North Campus in Southwick 308

If you need to deviate from this two-semester thesis guideline you need to contact either Elizabeth Donaghey or Jim Canning.
How to Pick an Honors Mentor

Picking a Honors Mentor can be an intimidating task, but don’t get discouraged if the first person you ask says no. It is better to have a fully committed faculty member on your side than someone who is too busy to give you the time you need. The following are guidelines to help you successfully choose an Honors Mentor.

1. Be proactive in your search. It is your responsibility to reach out and connect with faculty in your department in order to find the best match for you.

2. Do your research on faculty.
   a. Does he/she answer emails/phone calls in a timely manner?
   b. Will he/she be available during breaks?
   c. Has he/she been an Honors Mentor before?
   d. Is he/she an expert in the part of the field you want to research?
   e. Are his/her work habits compatible with your own?
   f. Take a class with him/her.

3. Once you’ve narrowed down your choice, schedule a meeting to discuss:
   a. Ideas for a topic
   b. Expectations of thesis content and structure
   c. How it will be defended
   d. How often will you meet for advising

If you find someone who can’t fulfill the time requirements but is an expert in the research you will be doing ask him or her to be a committee member. (Foss and Waters 2007)

How to Pick a Topic

Deciding on a topic is possibly the most difficult part of doing research. If you’re not sure how to start, talk with your professor, ask a librarian, or follow these steps to get started on your own. Our research librarians suggest these steps:

1. Think about a topic that will keep your interest.

2. Do some background reading from a textbook or subject encyclopedia.

3. Narrow your topic to something manageable. You may need to rework it several times as you research.

4. Once you have an idea, write it out as a sentence or question about your chosen subject. From your chosen sentence or question choose key words to use to search for more information on the subject.

5. Use the library databases and catalogs to get more information on your topic.

For more great information and help on picking a topic go to our library’s site: http://libguides.uml.edu/content.php?pid=57499.
Part 2:
Thesis Proposal

*It is a capital mistake to theorize before one has data.*
- Arthur Conan Doyle (via Sherlock Holmes)
Steps to Writing a Thesis Proposal

Researching
Before you start writing a proposal you must have done your research. You need to be able to have a refined topic to propose and know what questions you want to attempt to answer through your research.

Format of the completed Proposal

Cover Page
The cover page should have its own sheet of paper and should have the following information centered in the middle of the page.

- Title
- Name
- UMS #
- Honors Mentor Name
- Department

Introduction
This should be where explain your what you plan on researching. You need to clearly explain your topic and the questions that you plan on answering. You should have at least two to three paragraphs in the introduction.

Brief Description of Materials, Methods, Products, and Presentation
This section should include three to four paragraphs explaining what your thesis will consist of and explain what the final Thesis or Project will include. For example you might explain how it will include a written paper along with a working model of the design that you engineered. You can also outline items you will need in order to complete your product. You should also mention what how you will go about completing the thesis. This is where you also mention where and how you plan on presenting your thesis.

Timeline
This should outline meetings with professors, due dates, presentation dates, and any other milestones along the way. The outline should be almost one page long.

Annotated Bibliography

Here you need to list at least 5 sources and write a few sentences about how you plan on using each one.
Here is an example:

This article gives great ideas for unique miking techniques. I can use some of these ideas in the recording process in order to get slightly different sounding recordings. This also gives some great ideas on how to best pick up acoustic string instruments that I will consider while recording the violas.

Resources
Good place to get ideas on other Resources- http://scholar.google.com/
Qualitative vs. Quantitative- http://libguides.uml.edu/content.php?pid=2664
Part Three: Research

*If we knew what it was we were doing, it would not be called research, would it?*

Albert Einstein
**Librarians**

If you don’t know where to begin your research you should visit the either O'Leary Library or Lydon Library. There are research librarians at each library that can be a great resource for you whether you are just starting your research or if you get stuck and need some new ideas. Here is a list of the librarians by campus:

**North Campus:**
**Business**
Donna Mullin  
978-934-4579  
Accounting, Business, Computer Science, Management, MIS, RESD

**Engineering and Sciences**
Margaret Manion  
978-934-3211  
Civil, Chemical, Electrical Environmental, Industrial, Mechanical, Nano-manufacturing, Nuclear, Plastics, Biological Sciences, Chemistry, Physics Mathematics, Earth Science, Environment, Polymer Science

**South Campus:**
**Social Sciences**
Rosanna Kowalewski  
978-934-4580  
Education, Psychology, Sociology

Ronald Karr  
978-934-4590  
History, Political Science, Criminal Justice, Legal Studies, American Studies, Census, Religion

**Arts and Humanities**
Richard Slapsys  
978-934-4593  
Music, Art, English, Philosophy, Film Studies, Language

**Health**
Sara Marks  
978-934-4581  
Health, Nursing, Medicine, Work Environment
Database guide
The library also has a plethora of resources that explain the databases that they offer to you for free. They are always adding and refining them so check their site for the latest ones. (To access the full links please find the Thinking Thesis Guidebook online at www.uml.edu/honors/Current-Students/Thesis.aspx.)

- **Art, Film, & Music**
  - Graphic Artists Guild
  - Masters of Photography
  - ArtOnline
  - Netlibrary
  - Academic Search - Use this index to find critical reviews of historic or current films and movies.
  - Naxos Music Library - An on-line library of more than 75,000 tracks of music from the catalog of Naxos, a leading classical music label, and selected additional labels
  - Oxford Music Online

- **Biology**
  - Biological Sciences - Best database for biological information. Includes "Deep indexing" providing graphs, charts and diagrams from articles
  - ScienceDirect - Full text of about 2000 Elsevier journals from 1995-

- **Business**
  - Business & Company Resource Center (Gale - Infotrac) - Business and Company Resource Center is a fully integrated resource bringing together company profiles, brand information, SWOT, rankings, investment reports, company histories, chronologies and periodicals.

- **Chemistry**
  - ChemNetBase - Collection of major chemical handbooks with properties and references to literature
  - Knovel - database of over 900 e-books, with many chemistry and chemical property manuals

- **Computer Science**
  - UML E-Journal List - Search this list by journal name to see if we have access to a specific article you need.
  - Scopus - World’s largest abstract and citation database of peer-reviewed literature and quality web sources with smart tools to track, analyze and visualize research

- **Criminal Justice**
  - LexisNexis Academic - Choose "Legal Research" for full text access to U.S. and State codes of law; Supreme Court, Federal, State, and some lower court opinions; law review articles; and government news.
  - THOMAS: Legislative Information on the Internet - makes available a wide range of federal legislative information starting in 1989 (101st Congress). For legislative histories use the Legislation, Congressional Record and Committee Information databases.
**Massachusetts Attorney General** - Official website with informational links in the area of consumer protection, fraud, civil rights violations, health care, crime victims and insurance issues.

- **Bureau of Justice Statistics**

**Earth Science**
- **Virtual Museum of Minerals and Molecules** - Three-dimensional models of minerals, elements and chemical compounds
- **One Geology** - International open-source online resource sharing world geologic information
- **EngNetBase—Geology** - 21 books and texts on Geological topics

**Economics**
- **ABI/Inform combined search (Proquest)** - Search all three mostly full-text ABI/INFORM business, finance, and management databases
- **EconLit (Ebsco)** - The American Economic Association’s electronic database, world’s foremost source of references to economic literature. The database contains more than 785,000 records from 1969-present. EconLit covers virtually every area related to economics

**Education**
- **Education Acronyms & Glossaries** - Education acronyms and glossaries for specialized terms used in different aspects of education.
- **EducatiON-Line** - A free British database of full text conference papers, working papers and electronic literature supporting educational research, policy and practice
- **Free Education E-Journals** - Aera’s compilation of links to free online journals

**Engineering**
- **SciFinder Scholar (Chemical Abstracts)** - SciFinder Scholar (Chemical Abstracts and Medline) are now available on the web
- **Compendex PLUS** - Contains over 9 million bibliographic records and abstracts plus references to over 5,000 international engineering sources including journal, conference, and trade publications
- **IEEEExplore** - Electrical- IEEE publications including journals, conference proceedings, and standards
- **Engineering Village (incl. Compendex)** - Major engineering index which cover all areas of engineering
- **Wiley** - Covers approximately 400 engineering and science journals from 1996 to present
- **Polymer Library** - Major rubber and plastics database
- **OVID** - Medical database, useful for any medical or health aspects of engineering
- **Science Direct** - Scientific, medical and technical information online from over 1,200 full-text, peer-reviewed journals along with hundreds of book series, handbooks and reference works

**Health/Nursing**
- **Health.gov** - Portal to the Web sites of a number of multi-agency health initiatives and activities of the U.S. Department of Health and Human Services (HHS) and other Federal departments and agencies
- **The Gale Encyclopedia of Medicine** - Includes information on more than 1,600 medical disorders and concepts. Each article includes in-depth discussion of causes, symptoms, diagnosis, treatments, procedures, and other related topics. Written for a general audience with an authoritative tone.
○ The Medpedia Project- The Medpedia wiki is a collaborative encyclopedia and resource for information about health, medicine and the body

● History
○ AdAccess (Ad images 1911-1955)- The AdAccess Project, funded by the Duke Endowment "Library 2000" Fund, presents images and database information for over 7,000 advertisements printed in U.S. and Canadian newspapers and magazines between 1911 and 1955. AdAccess concentrates on five main subject areas: Radio, Television, Transportation, Beauty and Hygiene, and World War II, providing a coherent view of a number of major campaigns and companies.
○ American Memory Project- American Memory provides free and open access through the Internet to written and spoken words, sound recordings, still and moving images, prints, maps, and sheet music that document the American experience. It is a digital record of American history and creativity. These materials, from the collections of the Library of Congress and other institutions, chronicle historical events, people, places, and ideas that continue to shape America, serving the public as a resource for education and lifelong learning.

● Literature & Foreign Language
○ Literature Resource Center- Find biographical and critical essays on major authors. SEARCH by author name or title of the literary work
○ Academic OneFile- When using author and title as your search terms be sure to check the SUBJECT radio button. SEARCH STRATEGY: Hemingway and bell tolls
○ Online Literary Criticism - The ipl2 Literary Criticism Collection contains critical & biographical websites about authors & their works browsable by author, by title, or by nationality & literary period.

● Mathematics
○ Integer Sequences- Encyclopedia which features all integer sequences
○ Polyhedra Encyclopedia- Encyclopedia of shapes, with graphics
○ Mathematical Physics Preprints- Free website with full-text of papers in mathematical physics

● News & Current events
○ New York Times (historical)- Searchable from 1851 up to 2006. Retrieves the picture of the article as it originally appeared in print
○ Newspaper map- 10000+ online newspapers in the world, translate with one click
○ Lexis Nexis (News)- Search hundreds of media including national and regional newspapers, magazines, wire services, and transcripts. Highlights: New York Times from 1980 to date; Washington Post from 1977 to date; National Public Radio from 1992 to date

● Philosophy
○ Sage eReference- Search across 50 encyclopedias and 80 handbooks.
○ Stanford Encyclopedia of Philosophy
○ Western Philosophy- The Concise Encyclopedia of Western Philosophy

● Physics
○ Compendex- Engineering database with much good material in fields related to physics. Includes good indexing for IEEE materials. Links available via Engineering Direct to full content of Elsevier journals.
- **IEEE Explore (IEL)**- This service indexes all IEEE journals, conference proceedings and IEEE standards. We have FULL-TEXT access to everything in this database. Back files are being added by the publisher and will be part of our subscription.

- **Political Science**
  - **Ageline**- Focuses on issues and concerns of the elderly. E.g. Medicare, nursing homes, AARP lobbying, etc.
  - **America History & Life**- Find articles relating to historical political events and issues, e.g. McCarthyism, presidential election, US foreign policies, etc.
  - **CQ Researcher**- Valuable because this resource give you the Pro and Con positions regarding many issues.

- **Psychology**
  - **PsycInfo**- Search for topics such as: Disabilities and attitudes; disabilities and "self image"; "learning disabilities", etc.
  - **Medline**- Use Medline when a behavior has a biological basis e.g. schizophrenia; involves drug therapy e.g. ADHD, or results in medical treatment e.g. risk taking resulting in injury
  - **Cultural Studies**- Articles & bibliographies that combine sociology, literary theory, film/video studies, and cultural anthropology to study cultural phenomena in industrial societies
  - **Human Rights Library**
  - **International Text Archive**- Provides access to full text material dealing with sociological issues

**Interlibrary loan**

Interlibrary Loan (ILL) is a service that allows users to request that books or journal articles not available at the University Libraries be borrowed from other libraries. ILL services are available at both Lydon and O'Leary Libraries. Although the best method for discovering and requesting books is WorldCat Local. The Massachusetts Virtual Catalog (MAVC) is another method to find and request material. If you already know what source you want it is best to use ILLiad to request the book or article you want.

Most requests are filled in 2-14 days, but depending on the availability of the material requested more time might be necessary. Most loans can be kept for about 3-4 weeks, but each institution that you borrow from determines its own policy.
Part Four:  
Writing

A writer is a spectator, looking at everything with a highly critical eye.  
Bernard Malamud
Grammar
The following Grammar Guidelines for effective writing were found on the following website: http://www.grammarbook.com/grammar/effWrite.asp
These rules outline basic yet critical guidelines for structuring the sentences of written document. Be sure to keep these tips in mind for when writing the Honors College Thesis. The website listed above also provides other grammar/writing tips that will assist students in their writing adventures.

Rule 1
Use concrete rather than vague language.

Vague:
The weather was of an extreme nature on the west coast.
Concrete:
California had very cold weather last week.

Rule 2
Use active voice whenever possible. Active voice means the subject is performing the verb.

Active:
Barry hit the ball.
Passive:
The ball was hit.
Notice that the responsible party may not even appear when using passive voice.

Rule 3
Avoid overusing there is, there are, it is, it was, and so on.

Example:
There is a case of meningitis that was reported in the newspaper.
Correction:
A case of meningitis was reported in the newspaper.
Even better:
The newspaper reported a case of meningitis. (Active voice)

Example:
It is important to signal before making a left turn.
Correction:
Signaling before making a left turn is important.
OR
Signaling before a left turn is important.
OR
You should signal before making a left turn. (Active voice)

Example:
There are some revisions which must be made.
Correction:
Some revisions must be made.
Even better:
Please make some revisions. (Active voice)
Rule 4
To avoid confusion, don't use two negatives to make a positive.

Incorrect:
*He is not unwilling to help.*
Correct:
*He is willing to help.*

Rule 5
Use similar grammatical form when offering several ideas. This is called parallel construction.

Correct:
*You should check your spelling, grammar, and punctuation.*
Incorrect:
*You should check your spelling, grammar, and punctuating.*

Rule 6
If you start a sentence with an action, place the actor immediately after or you will have created the infamous dangling modifier.

Incorrect:
*While walking across the street, the bus hit her.*
Correct:
*While walking across the street, she was hit by a bus.*
OR
*She was hit by a bus while walking across the street.*

Rule 7
Place modifiers near the words they modify.

Incorrect:
*I have some pound cake Mollie baked in my lunch bag.*
Correct:
*In my lunch bag, I have some pound cake that Mollie baked.*

Rule 8
A sentence fragment occurs when you have only a phrase or weak clause but are missing a strong clause.

Example of Sentence Fragment:
*After the show ended.*
Example of Sentence:
*After the show ended, we had coffee.*

If you need help writing a technical thesis, the library has some good resources on their site at [http://libguides.uml.edu/techwriting](http://libguides.uml.edu/techwriting).
Format and Style

Most students will likely be familiar with the particular style they will be writing in, e.g. MLA, APA, Chicago, etc. An individual thesis or project will be written in the style preferred by the student’s department. If any students have questions regarding which format and citation style to use for their theses, they should defer to the judgment of their Honors Mentor.

The following website contains various sources of on how to use, format, and cite with the various style standards.

http://library.duke.edu/research/citing/

A student’s Honors Mentor will determine the specific writing format of the paper. An Honors Thesis or Project is designed to be a substantial professional paper or product that reflects your knowledge, research, and experience of a particular topic. A simple trick is to format a thesis in the style that other professionals in that field publish their research in.

It may also be of some help to see the final written products of other Honors students of a particular department. Copies of previous Honors Theses are available in the Honors Office in O’Leary 300A for viewing.
Part Five: Presentation/Defense

Vision without execution is hallucination.

Thomas Edison
Preparing

Preparing for your presentation is crucial to proper execution.

1. Decide how you will be presenting.
   There are many ways you can present your thesis and research, from a small, personalized presentation to presenting at a larger venue at UMass Lowell or at another presentation convention. Different departments may have their own research symposiums, as well as other universities, such as UMass Amherst, which hosts an annual Honors Symposium. Discuss with your Honors Mentor or someone in the Honors Office to decide what works best for you presentation wise. Be sure to coordinate with your Honors Mentor, committee members, and someone from the honors office so that the defense panel can attend your presentation.

2. Take some time deciding how you will format your presentation.
   Will you be utilizing a PowerPoint? Do you want visual aids? Will you be reading your paper? Discuss these questions with your Honors Mentor if you are not sure how best to format your presentation.

3. Check to see if there are any limiting factors.
   For instance, do you have a time limit for the presentation? Establish a time minimum as well, and construct your presentation.

4. Look for feedback.
   Do mock presentations in front of your Honors Mentor, other professors, friends or family. Talk to other Honors Students who are working on their presentation and offer support and advice for each other. Get others opinions on your presentation and use feedback to fine-tune your work before presentation.

   Rehearse your presentation until you are totally comfortable with the material you are presenting. Then practice some more. Know that you may be asked questions, so be prepared to diverge from your presentation script if questions are asked.

6. Most importantly, remember to be confident.
   You already wrote your thesis, and you have done all the research at this point. You should know the material backwards and forwards. As long as you give yourself adequate time to fully prepare for a presentation, try not to panic about presenting your thesis. You have the support of your Honors Mentor, committee members, and the honors staff who believe in your performance. Use your presentation to show how hard you have worked on your Honors Thesis!

What to wear
Dress for your thesis presentation does not need to be overly fancy or complicated -- business casual is best. Make sure the day of your presentation you are clean and well put together.

Tips for Public Speaking
1. Know your material.
   Know more about it than you include in your speech. Use humor, personal stories and conversational language – that way you won’t easily forget what to say.

2. Practice. Practice. Practice!
Rehearse out loud with all equipment you plan on using. Revise as necessary and work to control filler words. Practice, pause and breathe. Practice with a timer and allow time for the unexpected.

3. Know the audience.
   Greet some of the audience members as they arrive. It’s easier to speak to a group of friends than to strangers.

4. Know the room.
   Arrive early, walk around the speaking area and practice using the microphone and any visual aids.

5. Relax.
   Begin by addressing the audience. It buys you time and calms your nerves. Pause, smile and count to three before saying anything. ("One one-thousand, two one-thousand, three one-thousand. Pause. Begin.) Transform nervous energy into enthusiasm.

6. Visualize yourself giving your speech.
   Imagine yourself speaking, your voice loud, clear and confident. Visualize the audience clapping – it will boost your confidence.

7. Realize that people want you to succeed.
   Audiences want you to be interesting, stimulating, informative and entertaining. They’re rooting for you.

8. Don’t apologize.
   Do not apologize for any nervousness or problem – the audience probably never noticed it.

9. Concentrate on the message – not the medium.
   Focus your attention away from your own anxieties and concentrate on your message and your audience.

10. Gain experience.
    Mainly, your speech should represent you — as an authority and as a person. Experience builds confidence, which is the key to effective speaking. A Toastmasters club can provide the experience you need in a safe and friendly environment.

    http://www.toastmasters.org/

**Visual Aides**

Keep your visual aids:
- Visible
- Simple
- Colorful, but don’t let them upstage you
- Justified by the content -- not too many or too few slides

For effective PowerPoint shows:
- Don’t read the slides to your audience!
- Make your text large.
- Choose colors that make the text easier to read.
- Use bullet points instead of full sentences.
- Don’t let the text or graphics fly around too much.
- Avoid charts and diagrams that are hard to see.

Most importantly - Remember, you control the presentation; don’t let it control you. PowerPoint should be a “visual aid” — not the entire show.

http://www.toastmasters.org/
http://libguides.uml.edu/content.php?pid=294132&sid=2415008
Final turn in of the Completed Thesis

1. Thesis Completion Form
2. Formatted Title Page (as shown in the appendix)
3. Thesis Content
4. Appendices (if applicable)

All of these things should be clean copies. They should not be stapled, hole-punched, on colored paper (except for the thesis completion form), or have any grading marks on them.
The Format of the Title Page for the Commonwealth Honors College Thesis

By
John Q. Doe

Submitted in partial fulfillment of the requirements of the Honors College
University of Massachusetts Lowell
(Year)

Honors Mentor: Professor Jane J. Smith, Department of English

_________________________________________________________________

Author's Signature
Date: ___________

_____________ Honors Mentor's Signature
Date: ___________

Signatures of Committee Members (at least one):

Date: ___________

Date: ___________
Honors Mentor Form

Before you complete 84 college credits you must file this form.

If you complete 84 or more credits and you do not submit this form into the Honors Office, you will be withdrawn from the UMass Lowell Honors College.

Name: _____________________________________________ Date: _________________

Semester and year you intend to graduate: _________________________________________

Majors(s) and minors(s): ________________________________________________________

Print the name of your Honors Mentor: __________________________________________

Honors Mentor Signature: _____________________________________________________

Note: If your Honors Mentor is not a full-time faculty member at UMass Lowell, please attach their resume/vitae to this form.

I am going to complete a (circle one):

3-credit/6 month Honors Project (H8)

6-credit/12 month Honors Project (H7 and H8)

6-credit/12 month Honors Thesis (H7 and H8)

If you have not yet identified your Honors Mentor, please explain why and provide a date by which you will identify your mentor and then re-submit this form. Use the back of this paper if necessary.

Approval Signature of Honors College Dean: ________________________________

Please complete this form and return it to the Honors Office on South in O’Leary 300 or the mailbox on North Campus in Southwick 308. If you have any questions contact us at 978.934.2797 or email us at Honors@uml.edu.
Honors Thesis/Project Proposal Form

This form and your proposal must be turned in to the Honors Office by the date specified by the Honors College the semester you start your research.

Student Name: ____________________________ ID Number: ________________________

Expected Semester and Year of Graduation: ____________________________

Local Address: ____________________________________________________________

Phone Number: __________________________ Email: ____________________________

Major(s): __________________________________________________________________

Honors Mentor: ____________________________________________________________

Committee member(s) (at least one): __________________________________________

__________________________________________________________________________

Duration of Project (1 or 2 semesters): ________________________________________

Course Name and Number (including section number): ____________________________

Please attach a proposal as approved by your Honors Mentor and Committee Member(s). Proposal should be approximately 2 pages with a 1-page timeline. (See Handbook.)

Student’s Signature: __________________________ Date: ________________

By signing below, I endorse my approval for the attached proposal and I agree to my role as Honors Mentor or committee member for this student’s Honors Thesis/Project.

Honors Mentor’s Signature: __________________________ Date: ________________

Committee Member’s Signature: __________________________ Date: ________________

Committee Member’s Signature: __________________________ Date: ________________

Honors Director/Coordinator Signature: __________________________ Date: ________________

Please complete this form and return it to the Honors Office on South in O’Leary 300 or the mailbox on North Campus in Southwick 308.
If you have any questions contact us at 978.934.2797 or email us at Honors@uml.edu.
Honors Thesis Completion Form

Name: _____________________________________________ UMS Number: ____________

Honors Mentor: ____________________________________________

Project/Thesis Title: _________________________________________

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Number (XX.XXX.XXX)</th>
<th>Grade</th>
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</table>

Date and Place of Public Presentation:___________________________________________

Student's Signature: _________________________________________ Date: ____________

I, _______________________, certify that this student has satisfactorily completed his/her honors project and has given a public presentation on the date listed above.

Honors Mentor's Signature: _________________________ Date: ____________

I, as a committee member for _______________________, certify that they have satisfactorily completed their honors project and they have given a public presentation on the date listed above.

Committee Member(s) signature(s):

________________________________________ Date: ____________

________________________________________ Date: ____________