



University of Massachusetts Lowell
Honors Program

A proud member of the Commonwealth Honors Program

Honors Program Guidebook

Contact Information:

Honors Program Office:	Southwick Hall 320 North Campus (978) 934-2797
Honors Web Page:	http://www.uml.edu/honors
Honors Program Email:	honors@uml.edu
Mailing Address:	Honors Program UMass Lowell 1 University Avenue Lowell, MA 01854

For additional contact information, see p. 8

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Honors Program Mission Statement

The mission of the UML Honors Program is to provide enriched academic opportunities to meet the educational needs of exceptionally talented students and to foster the pursuit of scholarly excellence in undergraduate higher education.

The Honors Program seeks to promote the development and professional growth of motivated students by engaging them in activities designed to enhance their critical, cognitive, and creative potential and by fostering interactions with committed faculty.

The Honors Program welcomes the participation of all students, including students with disabilities and students with non-traditional backgrounds, who are able to meet the academic challenges that comprise the core of the undergraduate honors experience.

In accordance with the policies of the University of Massachusetts Lowell, the Honors Program does not discriminate on the basis of race, sex, religion, age, color, creed, national origin, disability, or sexual orientation. Our policies are non-discriminatory, not only because they are required to be so by law, but also because that is what we truly believe.

Honors Program Requirements and Academic Policies

Admissions Standards

Entering freshmen. An entering first-year student may apply to the Honors Program any time prior to matriculation if he or she:

- Has a combined (Math & Reading) score of at least 1200 on the SAT, or a score of at least 26 on the ACT

And either:

- Ranks in the top 10 percent of his or her senior class upon graduation, *or*
- Has a recalculated grade point average of 3.25 or higher.

Current students and Transfer students. A current UMass Lowell student or an entering transfer student may apply to the Honors Program if he or she has achieved an overall GPA of 3.25 or higher on a 4.0 scale with at least 12 earned credits. Transfer students must submit a copy of their transcript.

Honors Requirements

Number of honors credits.. To earn a Commonwealth Honors Program designation upon graduation, all students are required to complete a minimum of 18 credits of Honors coursework during their University career. Students entering the Honors Program in the Fall of 2005 and subsequently must also complete the writing requirement (below). All students are required to successfully complete the Honors Workshop, a one semester, three credit course (see below) and to complete an Honors Project or Thesis (1-2 semesters, 3-6 credits (see Appendix B, Honors Project Handbook).

A grade of 'B' or better is required in all honors coursework counting toward an Honors Diploma. No more than half of all honors course work can be completed as honors-by-contract.

All students are required to complete the following courses:

- Honors Workshop (59.258) (3 credits) See below
- Honors Senior Project or Thesis (3 - 6 credits) See Appendix B
- Honors Writing Requirement See below

The Honors Workshop is a one-semester course required of all Honors students and open to Honors students only. It functions as an interdisciplinary seminar and professional workshop experience. Students are exposed to research talks from professors across a

wide variety of disciplines. Critical thinking skills are sharpened. Communication skills across disciplinary boundaries are strengthened. Opportunities for publication and vita preparation are offered and guidance for beginning thesis work is offered from both faculty and students.

Writing Requirement (for students entering the program in or after Fall 2005) By the end of his or her junior year, an honors student should earn a grade of B or better in an honors-level course with a significant writing component as determined by the Honors Program Director.

This course could be Honors College Writing I or Honors College Writing II. It could also be another honors-level course that has a significant writing component as determined by the Honors Director *prior to the tenth day of class* in the semester in which this requirement will be fulfilled. It may *not* be fulfilled by the Honors Workshop.

A student may petition to be exempted from this requirement by presenting evidence of exceptional writing ability to the Director. Students wishing to do so should compose a memo to the Honors Director that states the reasons they believe their writing to be at the honors level. Students should also include a 1000-2000 word sample of their own expository writing in support of their petition.

Academic Standing Requirements In order to remain in good academic standing with the Honors Program, students must maintain an overall cumulative grade point average of 3.25 or higher.

Students whose GPA falls between 3.0 and 3.25 should consult an Honors Program advisor to develop an educational plan to raise their GPA to 3.25 or higher. Students whose GPA falls below 3.0 will be dismissed from the program but are welcome to apply for readmission if their GPA reaches 3.25.

How Does A Student Earn Honors Credit?

There are five ways a student can earn honors credit. These are described below.

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 Program 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 Program.

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 *before the end of the Add/Drop period*. (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.

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 Program 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.

Some things to remember about honors courses and sections

- Honors courses are distinguished from regular courses by a "300" section number.
- 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.**

Special Benefits of the Honors Program

Residence Life

There is designated housing available for first year Honors Program members. Special extracurricular programs and workshops are provided. Honors housing is available on a first come first served basis. All Residence Life paperwork and deposit requirements must be completed for a student to be eligible for Honors Program housing.

Scholarship Opportunities

The Honors Fellows Endowment Fund provides merit based financial assistance for qualified students in the Honors Program. Applications are available in the Honors Office. The deadline is early February. For the Incoming Student Scholarship, the deadline is in July.

Senior Research Grants

The Honors Program offers grants of up to \$500 for materials and/or activities related to a student's senior project or thesis. Applications are available in the Honors Office. The deadline is usually early November.

Honors Program Activities and Events

The Honors Program sponsors activities and cultural events for the benefit of its students. The following is a list of some examples of these activities and events:

- A Leadership Seminar Series consisting of
 - Ropes Course—to enhance and build leadership qualities
 - Presentations on various subjects:
 - How to Apply for Graduate School
 - Leadership Qualities for Today's World
 - Thesis Preparation
 - Stress Relief
 - Participation in the campus and regional College Bowl tournaments
 - Participation in the annual Massachusetts Undergraduate Research Conference
- Trips to visit the Boston Museum of Fine Arts
- A tour of the mansions of Newport, Rhode Island
- A trip to Washington, DC, including a visit to the Holocaust Museum
- A Duck Tour with team building activities

In addition, the WiseGuys Club, a student government organization affiliated with the Honors Program, also promotes a series of community service projects such as:

- A Canal Cleanup in the City of Lowell
- Tutoring at Girls, Inc. of Lowell
- Volunteering at the Halloween Party for Girls, Inc. of Lowell
- The City of Lowell's Walk for Hunger and Homelessness
- Volunteering for a story hour at Lowell's Pollard Memorial Library
- Decorating and distributing candy canes at the Friends of the Jimmy Fund Holiday Party
- Building a Home in Mississippi with Habitat for Humanity

Who's Who in the Honors Program?

Director	Dr. Doreen Arcus	
	<i>North Campus</i>	<i>South Campus</i>
	Honors Office	Department of Psychology
	320 Southwick	Mahoney Hall 7
	978-934-2798	978-934-4172
	doreen_arcus@uml.edu	http://faculty.uml.edu/darcus
Coordinators	Brooke Crossman	Krysten Rhyner
	<i>North Campus</i>	<i>South Campus</i>
	Honors Office	Centers for Learning
	Southwick 320	O'Leary Library, 3 rd floor
	978- 934-2921	978-9342920
	Brooke_Crossman@uml.edu	Kristen_Rhyner@uml.edu
Student Assistants	978-934-2797	

Appendix A. Honors Program Forms and Application

Honors Program Application Form

Honors-by-Contract Form

Honors Program Section Change Form

Honors Program Writing Requirement Form

Honors Program Intent to Graduate for the Honors Program Form



University of Massachusetts Lowell
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Application Form

Name _____

Permanent Address _____

City _____ State _____ Zip _____ Phone _____

Campus Box # _____ Campus Phone _____

Email Address _____

Status: Entering Freshman _____ Current UML Student _____ Transfer Student _____

Student ID Number _____

Year: Fr _____ So _____ Jr _____ Major _____

How did you hear about the Program? _____

Are you interested in Honors Housing? _____ (Contact Derek Costa at (978) 934-5160 for more information)

Honors Program Academic Agreement

Upon acceptance into the UML Honors Program, you will be expected to meet the following requirements to graduate with Honors from the University *in addition to all University, College, and Department requirements*:

1. Maintain a GPA of at least 3.25
2. Complete 18 credits of Honors coursework. A grade of "B" or better is required for all honors coursework counting toward this requirement
3. Complete the Honors Workshop (59.258)
4. Complete the Honors Program writing requirement
5. Complete a senior thesis or project (for which you will earn 3-6 Honors credits)
6. Present your senior thesis or project in a public forum
7. Read and adhere to the University's academic policies regarding cheating and plagiarism, as detailed in the UML Undergraduate Catalog

Students who fail to comply with any of the above requirements will not graduate with and Honors diploma, and may be dropped from the Honors Program.

I understand the above requirements, and agree to abide by them if I am accepted as a student in the University of Massachusetts Lowell Honors Program.

Applicant's Signature: _____ Date: _____

Please submit this application to the Honors Application, Honors Program-Southwick 320, University of Massachusetts Lowell, Lowell, MA 01854 or fax to (978) 934-3088.



One University Avenue
Southwick 320
Lowell, Massachusetts 01854
tel. 978.934.2797
fax: 978.934.3088
www.uml.edu/honors
honors@uml.edu

HONORS PROGRAM

Honors by Contract

An honors contract is a way for an honors program student to obtain honors credit for a course that is not offered at the honors level. The professor and student agree on a required project or set of assignments that must be completed in order to obtain honors credit, essentially creating their own honors course. Honors courses should not be characterized exclusively by increased work requirements but should include activities and expectations designed to strengthen critical thinking, writing and analytic skills and to enhance and enrich the student's learning experience. Examples of such activities include

- Incorporation of a cross-disciplinary approach to course content
- Addressing issues or recent developments at the international, national, or local level, or within a specific discipline
- Assignment of a variety of projects and writing exercises designed to hone the students' skills in writing and critical thinking
- Inclusion of laboratory or field research, archival or library research, or activities in the creative arts, as appropriate
- An honors-by-contract course *may also fulfill the honors program writing requirement* if it includes a significant writing component and is approved as such by the Honors Director.

Students are responsible for filing the honors by contract form with the Honors Office before the end of the Add/Drop period. The Registrar's Office is then notified of the contract agreement for the course and a separate section is created for that individual student with a section number in the 300's, usually 301. (A section number in the 300's indicates an honors course.)

A student may drop an honors 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 because section changes are not permitted after that date.

Since the instructor and student have created a new course, there must be a new course syllabus. The honors contract form and the regular course syllabus together function as the syllabus for the honors course. The student must be graded according to the criteria spelled out on the contract form.

Please contact the Honors Program Office if you have any questions.



University of
Massachusetts
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www.uml.edu/honors
honors@uml.edu

HONORS PROGRAM

Name of student: _____

Student ID: _____ Contact phone number: _____

Contact e-mail: (print clearly): _____

Major: _____ Class (circle one): FR SO JR SR

Course Name and Number : _____

Semester (circle one): Fall Spring Year: _____

Instructor : _____

Do you want this course to fulfill the writing requirement? _____

Please attach the new syllabus for the honors-by-contract course and the original course syllabus.

This new honors-by-contract syllabus should include the following items:

1. The objective(s) of the contract
2. The tasks that the student will perform to earn honors credit
3. The percentage of the overall course grade that will be determined by the Honors Contract work
4. A tentative schedule of instructor/student conferences
5. If designed to meet the writing requirement, please specify what writing is involved and how the instructor will help the student improve his or her writing

Please note:

1. Students must be enrolled in the Honors Program to register for Honors by Contract
2. No contracts will be approved for Summer or Winter (intersession) courses
3. No more than one-half of the student's total Honors credits (9/18) may be fulfilled by contract
4. Blank contracts will not be approved

Student' signature _____ Date: _____

Instructor's signature _____ Date: _____

Honors Director's signature _____ Date: _____

This form and all attachments must be submitted to the Honors Program office (Southwick 320) by the 10th day of classes.



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Section Change Form

Students who wish to **change from an honors section to a non-honors section** of the same course or who wishes to drop an honors by contract agreement must file this form with the Honors Program office by the **fifth Wednesday** of the semester.

Student Name: _____

ID Number: _____

Course Title: _____

Course Number and Section Number of Dropped Course: _____

Course Number and Section Number of Added Course: _____

Student's signature: _____ Date: _____

Instructor's signature: _____ Date: _____

Honors Director's signature: _____ Date: _____

***Please complete this form and return it to the Honors Program Office - Southwick 320,
or fax to (978) 934-3088 by the end of the fifth Wednesday of the semester.***



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Writing Requirement Form

Required of all students who begin honors program coursework in the Fall 2005 or thereafter

Student's Name: _____

Student's ID: _____

Signature: _____

By the end of his or her junior year, an honors student should earn a grade of B or better in an honors-level course with a significant writing component as determined by the Honors Program Director. This course could be Honors College Writing I or Honors College Writing II; or it could be another honors-level course with a significant writing component as determined by the Honors Director prior to the tenth day of class. It may not be fulfilled with the Honors Workshop. A student may petition to be exempt from this requirement by presenting to the Director evidence of exceptional writing ability. For suggestions about what to include in a petition, please contact the Honors Director.

Honors College Writing I is offered every fall. Honors College Writing II is offered every spring. During the advising periods, the Honors Program Director will publish a list of other honors courses that meet the requirement. Students may use the honors-by-contract form to set up an honors level course with a significant writing component. This course will have to be approved through the honors-by-contract procedure.

Students seeking a waiver should give the director a packet with a cover letter and writing sample and then set up a meeting to discuss the petition. The director may give the student an additional writing assignment.

Method by which student fulfilled the requirement:

_____ completed with a B or better Honors College Writing I or II

_____ completed with a B or better another honors-level course with a significant writing component as determined by the Honors Director prior to the tenth day of class (this includes both the list mentioned above and the honors-by-contract course with a significant writing component)

Course number: _____ Semester: _____ Grade: _____

Waiver:

_____ Honors Director approved student's petition to be exempt from this requirement by presenting to the Director evidence of exceptional writing ability.

Director's Signature (needed only for waiver)

Date

**Please complete this form and return it to the Honors Program Office - Southwick 320
or fax to (978) 934-3088 by the 10th day of classes.**



University of Massachusetts Lowell
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Honors Program Declaration of Intent to Graduate

Students who plan to graduate with an Honors Diploma and Commonwealth Honors Program Scholar designation must complete this form and return it to the Honors Program office no later than the add/drop period during the student's final semester.

	Fall Graduation	Spring Graduation
Deadlines	September 19, 2005	February 6, 2006

Student's Name: _____

Student ID: _____

Major: _____

Minor/Second Major: _____

Graduation Date: _____

Post-Graduation Plans (please list name of job or graduate school if any): _____

How can we keep in touch with you (email, phone number)? _____

Check all that apply:

- _____ Completed Honors Workshop (59.258)
- _____ Completed Thesis Proposal form and submitted to Honors Program Director
- _____ Completed Thesis, including presentation
- _____ Completed Writing Requirement
- _____ Completed and Submitted Thesis Completion Form to Honors Program Director
- _____ Completed required Honors Program Credits (if not completed, please list which Honors Courses will be attempted this semester) _____
- _____ Filed DIG form with Major Department

Student's Signature: _____ Date: _____

Honors Director/Coordinator Signature: _____ Date: _____

Appendix B. Honors Project Handbook



*University of Massachusetts Lowell
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Honors Project Handbook

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Honors Project Guidebook

Introduction

Every honors student is required to complete an honors thesis or project worth at least 3 credits. The nature of your project will depend on your major and interests. For example, a chemistry major might perform a series of lab experiments in order to understand the nature of some reaction, while an art major might produce a portfolio of original works of art. The purpose of this handbook is to outline the Honors Program project requirements and to offer some tips on getting started and carrying out the project.

Your honors project has the potential to be the most exciting and rewarding academic activity you undertake as a college student. It offers you the chance to create something for yourself instead of simply responding to the work of others. Working closely with a faculty member can itself be a rich learning experience. A good honors project can also be a stepping stone to the next stage of your career, perhaps by catching the attention of a potential employer or of a graduate school admissions officer. You will acquire valuable skills by planning and carrying out a project of this nature.

Requirements

- At least 3 of your honors course credits must consist of an honors thesis or project.
- You must have a faculty advisor plus 1-2 other committee members for your project.
- You must file a project proposal and Project Proposal Form with the Honors Program Office (Southwick 320) as early as possible, but no later than the end of the second week of the semester in which you start your project. Proposal guidelines and a Project Proposal Form are included in this handbook. Additional copies of the Project Proposal Form are available at <http://www.uml.edu/honors>.
- You must turn in a copy of your final product (usually a thesis) and file an abstract and Project Completion Form when you have completed your project. A Project Completion Form is included in this handbook; additional copies are available at the Honors Program Office.
- **You must give a public presentation of your project.** You can do this by giving a presentation at the UML Student Research Symposium and/or at the Massachusetts Undergraduate Research Conference, or you and your advisor can arrange a presentation in your department.

Getting Started

Finding a topic The most important criterion for choosing a project is that it should greatly interest you. If you have taken a course you really liked or if you have read or heard about a subject you would like to pursue further, consider doing a project in that area. If you are having difficulty choosing a topic, talk to your academic advisor.

It is very important to get an early start on choosing your topic and your faculty advisor. A hastily arranged project will probably not work out the way you would like. If you plan to do your project in your senior year, you should start thinking about it in your junior year. By the end of the second semester of your junior year you should have chosen a topic and found an advisor, and if possible you should have written your proposal. It is difficult to finish a project in just one semester. Therefore, if you intend to do a 3-credit project in your senior year rather than a 6-credit project, you should plan to do it in the fall semester to avoid problems with graduation in the event of a delay in the completion of your project.

Putting together a committee Your honors project/thesis committee will consist of one advisor and 1-2 other faculty members. Your committee should be knowledgeable about your topic and a group with whom you have a comfortable working relationship. You probably already know several faculty members in your department. One of them may be willing to serve as your advisor or to suggest someone who would be willing to serve. If you are having difficulty finding an advisor, talk to your academic advisor or the Honors Director.

In addition to your advisor, need to have one or two other faculty members on your project committee to provide additional guidance and information.

The Project Proposal

Your project proposal serves several purposes. Writing the proposal will help you organize your thoughts and decide exactly what you would like to accomplish. While you are working on your project, your proposal will serve as a “road map” that will help keep you focused on your goals. Your proposal also serves as a kind of contract between you and your committee and between you and the Honors Program. Having all parties agree in advance on the nature of your project will minimize the chance of misunderstandings later.

You may find as you work on your project that you will not be able to do exactly what you said you would do in your proposal. This is a common occurrence and should not worry you. If major discrepancies arise between your proposal and your actual project, however, you should submit an amended proposal to the Honors Program Office. Your advisor and the Honors Program Office can help you determine whether this is necessary. **Consult the Project Proposal Guidelines on p. 6-8.**

Thesis Style Requirements

The final product for most honors projects is a thesis. In order to ensure some degree of uniformity among the honors theses, please follow the guidelines below when writing your thesis. These guidelines were adapted from the dissertation requirements of the Graduate School.

Technical specifications

Your thesis should be done on 8 1/2 x 11 inch white paper. It should be typed or printed on a letter-quality printer on only one side of the paper. The text should be double-spaced. The left margin should be 1.5 inches, and the other margins should be 1 inch.

Format Your thesis should consist of the following components in the order shown:

- Title Page (including the thesis title, your name and signature, and your committee members' names and signatures). Sample on following page
- Abstract
- Acknowledgments
- Table of Contents, with page references
- List of Tables, if any, with titles and page references
- List of Illustrations, if any, with titles and page references
- Text
- Literature Cited
- Appendices, if any

Components of the Thesis

The **abstract** should give a succinct account of your thesis work, briefly summarizing your conclusions. It should not exceed 150 words. The **table of contents** should contain the list of tables (if any), the list of illustrations (if any), the major divisions (e.g. chapters) and first level of subdivisions, the literature citation page, and the appendices (if any). A page number for each item in the table of contents should be shown in a column at the right margin. The **list of tables** should be a complete list of all tables and the pages on which they appear. The **list of illustrations** should be a complete list of all illustrations (including photographs, maps, and charts) and the pages on which they appear.

Title Page Format

The Use of Onomatopoeia in Melville's Moby Dick

by

John Q. Doe

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

Faculty Advisor: Professor Jane J. Smith, Department of English

Author's Signature: _____ Date: _____

Advisor's Signature: _____ Date: _____

Signatures of other Committee Members (at least one):

_____ Date: _____

_____ Date: _____

Words of Wisdom

Your honors project can be one of your most exciting and rewarding college experiences. To help ensure that this is the case, please keep the following suggestions in mind.

- Decide at the start of your project how many hours per week you will work on the project, and *stick to that commitment*. Working at a steady pace will produce much better results than trying to do the whole project in two weeks.
- Schedule frequent (preferably weekly) meetings with your advisor to discuss your progress. Remember that your advisor has the primary responsibility for approving your project. S/he may decide not to approve your project if you have not had regular contact.
- When you are setting up the timetable for your project, remember that it always takes longer than you expect to complete a task. A good rule of thumb is to estimate the maximum amount of time required to complete a task in the worst possible case, and then double your estimate.
- Reread your proposal from time to time to keep your focus.
- The reference librarians at O'Leary and Lydon libraries can be very helpful.
- **Remember to have fun!**

Guidelines for Honors Project Proposal

Your proposal for the Honors Office should be brief. Your advisor might suggest a more detailed proposal in line with the conventions of your discipline, but the proposal for the Honors Office should be approximately two typed pages with an additional one page timeline appended. It must include the following components:

1. Introduction

A brief paragraph should introduce your project and place it in context. Say why it is important, what it adds to the existing body of literature or art in your area. Although this is not a formal review of the literature, this paragraph should offer an idea about why it makes sense in your discipline to undertake this particular project. Using the hourglass analogy for expository writing, think broad. Begin with the general background and proceed over the remainder of your proposal to get more specific. A *hypothetical* example follows:

- Most people are familiar with the story of Pygmalion, a young street woman of London whose transformation to the aristocracy was prompted by Henry Higgins's expectation that in fact she could be so transformed. Psychologists who have studied such "Pygmalion effects," or "self-fulfilling prophecies," have affirmed that what one expects of people can influence their behavior across a variety of social settings including classrooms and the workplace (Brown, 2000; Jones, 2001). However, such expectancy effects actually account for very little variance in behavior outcomes, about 14% on average. Surprisingly, there have been few studies that have offered a direct comparison of expectation with other strategies such as verbal instruction as I propose to do in my honors project.

2. Basic project description: research question, hypothesis, central focus

Now that you have introduced your topic, get more specific. Again this is just a few sentences at most, but it should give the reader a very clear idea of what you are trying to accomplish. You might follow up our hypothetical example above with something like:

- My project is designed to examine the extent to which direct instruction offers an advantage beyond expectation alone.

3. Materials and methods

Now you get very specific: what and how. Explain how you plan to carry out your project. If you plan to conduct experiments, explain what those experiments will entail; if you plan to do a critical study of a work of literature, explain what your approach will be; if you plan a creative product, explain how you will go about designing and executing the production. Also indicate the methods of analysis you will be using to obtain your results and form conclusions—to the extent possible,

indicate which statistical tests will be conducted on which variables.

Your reader should have a clear idea of the types of assessments or analyses or creative productions you will be working with. A key concept here is the *operational definition*, or what operations are entailed in a specific construct.

If, for example, you were interested in investigating the roles of women in 20th century American literature, this would be the section where you would specify exactly what literature and how you will conceptualize these roles. Perhaps you want to focus on pre- and post-WWII novels by male authors, or on pre and post-19th Amendment literature, or on literature during the post-Viet Nam period, or in spy novels compared to historical novels. Perhaps you would analyze how often women occupied powerful or submissive roles, or how many lines of dialogue were provided women compared with men, or whether male vs. female authors differed in the level of physical description they provided for male or female lead characters. Each of these different indicators reflects something different about the roles of women in 20th century American literature.

Note that you must obtain ethical review from the University of Massachusetts Lowell Institutional Review Board (IRB) *prior* to conducting any research involving the use of human or animal participants or certain types of sensitive documents. Because the honors project requires a public presentation, such research is not exempted under the types of considerations given exercises that are designed for classroom use only. Please see the IRB website (<http://irb.uml.edu>) for more information and to download forms.

So, how might this section look? To continue with our hypothetical example:

- After obtaining approval from the University IRB, I will recruit college students to learn a set of hypothetical constructs. I will imply to half that the task is within their grasp, and to the other half that it is probably too hard for them. I will then also instruct half of the participants from each group (high/low expectations) in strategies for learning the material so that their performance can be examined for its relation to both expectation and teaching. Learning material will be taken from the Johnson (2000) Tasks for Rapid Assimilation that have been standardized on college students. Performance data obtained in this 2x2 design (high/low expectancy and with/without instruction) will be analyzed using a 2x2 ANOVA testing for both main effects and interaction.

The more specific you are at this point, the closer you are to beginning the real work of your project and the more focused you are on an attainable goal. Obviously, the details of this section will vary from discipline to discipline, and your advisor will help you to find the appropriate types of information for your discipline and level of specificity for your project.

Most projects will require the use of reference material, and so you should include a preliminary bibliography (this may be on an additional sheet). Be sure to use the citation style of choice for your discipline (e.g., APA, MLA).

If your project requires any special materials (e.g., laboratory equipment, historical documents, psychological tests, animal lines), explain what materials you will need and how you will procure them.

Be sure that everything you write has a rationale. If it is not clear why a particular item in your materials list is necessary, say why it is. If some procedure that you intend to use is not clear or some sampling strategy seems arbitrary, make the rationale explicit.

4. Product & Presentation

What will the final product of your project be? In most cases it will be a thesis, but depending on your major it might be a collection of original poetry, a prototype of some machine, or some type a computer program.

Your project must be presented to an audience larger than yourself, your advisor, and the Honors Director. The Annual UML Student Research Symposium, which is held in the spring, provides a forum for students to present the projects that are research based. *Research here is research as defined by the discipline*, and need not involve empirical data or laboratory work. See <http://www.uml.edu/centers/ctrls/fscr/> for more information about poster sessions or the humanities panels.

5. Timeline

You should include a tentative schedule for completing each part of your project, including the final product. This may include obtaining approval from the UML Institutional Review Board if your research involves human or animal participants, reviewing the literature, obtaining materials, recruiting participants, refining data, analyzing data and reporting results. You should also indicate how frequently you would meet your advisor to discuss your progress.

You may not be able to follow this tentative schedule exactly, but it will provide some benchmarks by which you can gauge your progress.

Remember: Good writing does not require a lot of words; it requires well-chosen ones. Be brief but be clear. You will have more room to explain details and review literature and procedure in your final thesis or product—or in a separate proposal as your advisor may see fit.

The first draft of your proposal should go to your advisor and you should probably plan on a revision or two before you have a proposal that adequately describes your plans and permits accountability to send to the Honors Office.



University of Massachusetts Lowell
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Honors Project Proposal Form

This form and your proposal must be turned in to the Honors Office **before the end of the drop-add period** for the semester in which you start your project.

Name _____

SID Number _____

Expected semester & year of graduation _____

Local address _____

Phone number _____ Email address _____

Major(s) _____

Name of project advisor _____

Name(s) of additional committee members (at least one) _____

Duration of project (1 or 2 semesters) _____

Course name(s) and number(s) _____

**PLEASE ATTACH PROPOSAL AS APPROVED BY YOUR SUPERVISOR.
Proposal should be approx. 2 pages with 1 page timeline. See guidelines.**

Student's signature _____ Date _____

I have approved the attached proposal and I agree to supervise this student's honors project.

Advisor's signature _____ Date _____

Committee Member(s) signature(s) _____ Date _____

Honor's Director's signature _____ Date _____



University of Massachusetts Lowell
Honors Program
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Honors Project Completion Form

Name _____

SID Number _____

Faculty advisor _____

Course name(s) and number(s) _____

Grade _____

Date of Public Presentation of Project _____

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.

Advisor's signature _____ Date _____

Committee Member(s) signature(s) _____ Date _____

_____ Date _____

Please complete and return this form, along with a copy of your thesis, to the Honors Program Office (Southwick 320) **by the end of the final exam period**. Students whose final product is not a thesis should submit a description of their project with this form.