

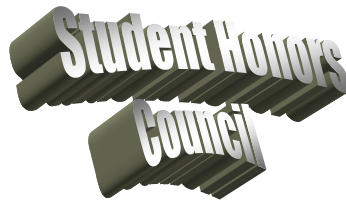
GUIDELINES

FOR

THE HONORS PROGRAM

THESIS AND PROJECT

A project of the



THE UNIVERSITY OF TOLEDO HONORS PROGRAM
THE UNIVERSITY OF TOLEDO
TOLEDO, OHIO

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The following guidelines and suggested timeline are for those students whose department and/or college has no clearly defined criteria.

Existing departmental and/or college guidelines in your major should be followed in lieu of this document.

If this is the case, you may, however, still find the suggested timeline and information contained in this booklet helpful. The steps in this booklet are fairly generic to all who go through the process of creating a thesis/project.

GUIDELINES FOR THE HONORS THESIS/PROJECT

Information for Honors Program Students

This booklet is intended to guide you, the student, through the process of doing an honors thesis or project. The information may also be useful to thesis/project advisers. The first question that often arises is “Why bother to do a thesis or project? It won’t help me get a job.” WRONG! There are several reasons why that sentiment is simply not true.

Why Do It?

First, the completion of an honors thesis or project gives you an edge over other candidates on the job market. To be able to discuss a research thesis or project with a potential employer gives concrete evidence of your abilities to undertake challenging tasks and be self directed in your work. It also demonstrates creativity and a willingness to go one step further than what is simply required. In addition, it speaks to the rigors and challenging demands of your educational curriculum.

Second, completion of an honors thesis or project increases your chances of acceptance into the graduate or professional school of your choice. The reasons stated above also serve to set you apart from your peers who apply to graduate and professional school. In addition, undergraduates, as a whole, do not get the opportunity to conduct research or do creative projects. However, applications to graduate schools often ask whether the candidate is capable of carrying out self-directed research. The fact that you have successfully completed such an undertaking gives you experience which can not be matched. Graduate school acceptance committee members are fully aware of the challenging demands that have been placed upon you in order to complete a thesis or project and this reflects highly on you.

Finally, completion of an honors thesis or project is necessary if one is to graduate with college honors, and this too is an extra feather in your cap. Graduation with college honors does make a difference to potential employers and graduate school admission committees for all of the above stated reasons. In addition, graduating with honors and completion of a thesis or project helps academic advisers and faculty members write strong letters of recommendation. Academic strengths can be exemplified by tangible evidence, and your willingness and ability to work in a highly competitive environment where excellence is the norm can be highlighted.

If all of the above isn't reason enough to convince you of the worth of completing an honors thesis or project, there is one more reason: self-satisfaction and pride. Self-satisfaction and pride arising from setting your goals high, tackling, and completing a challenging task. We at the Honors program at The University of Toledo believe that the thesis or project should be a personally exciting educational experience- an intellectual pursuit that is your chance to delve into what you see as interesting, fun and exciting. We know that the idea of writing an "Honors Thesis" or doing an "Honors Project" is a bit overwhelming to most students. The remainder of this handbook is intended to help alleviate that feeling of an overwhelming, insurmountable task.

What Is It?

The thesis/project is usually considered somewhere between a research paper and a master's thesis in terms of difficulty. How does the Honors Thesis/Project differ from a research paper or another course project other than being longer? It has greater depth. This means that the thesis/project will reveal a more thorough understanding of the literature (information on the subject) and data pertaining to the topic than a research paper would involve. You will most likely be involved with primary resources. In addition, you will be less likely to rely solely on what others have said and done and more likely to bring your own analysis and insights to the texts and data.

There are several forms the actual thesis or project may take. In some areas, students will be engaged in hands-on research by doing experiments, collecting, and analyzing data. In certain areas of the humanities, students may choose to demonstrate mastery by composing a group of poems, short stories, plays, etc. In addition, some students might opt to produce and direct a quality video or plan and perform a recital, etc. This list is by no means exhaustive, and the form your thesis or project ultimately takes will depend upon your discipline and what your adviser approves. However, the potential possibilities are limited only by your imagination and creativity.

Where Do I Begin?

Although the thesis or project requires more work than an ordinary research paper, you typically have three semesters in which to complete the work. Work on the thesis or project usually begins the first semester of your junior year when you find a faculty mentor and begin developing an idea. Throughout the next three semesters, you will continue to work closely with your thesis/project adviser to complete the process. Your adviser will help you to enroll in the appropriate college/departmental or thesis/project courses as Honors hours. The thesis or project is normally completed during the first semester of the senior year. At the time of completion, you will submit two copies: one is to be provided to the Director of the University Honors Program and the second to the thesis/project adviser.

Steps in the Process

When and how do you first get involved in the thesis or project? At any time. The sooner the better. Even as a freshman or sophomore you should begin looking for a subject in which you are interested and would like to do further work. In addition, you should begin looking for a faculty adviser in your major area of interest as soon as possible.

Formal steps in the Honors thesis/project are listed below in the order they normally occur.

1. **Begin Thesis/Project Research**

Ordinarily you will begin your project in the fall semester of your junior year. By the end of the semester you should: 1) be familiar with thesis/project requirements and guidelines, 2) have found a faculty thesis/project adviser, and 3) have generated and developed an idea.

2. **Submit Thesis/Project Agreement Form.**

The Thesis/Project Agreement form (see p. 8) must be signed by you and your faculty adviser and then filed at the University Honors Program. Forms are available in the Honors office.

3. **Enroll in the appropriate college / departmental research thesis/project course as directed by your thesis/project adviser.**

Ordinarily you will enroll in this course the spring semester of your junior year, although some advisers may recommend you enroll at an earlier time. Throughout this semester you will be working primarily with your thesis/project adviser. The two of you should plan to meet on a weekly basis, or work out a mutually satisfactory schedule of appointments when you can discuss the work underway. At each appointment you should bring the work that has been completed for your adviser to review. By the end of this course you will have developed an annotated bibliography and a thesis/project prospectus. (See steps 4 and 5 below.)

4. **Develop an annotated bibliography.**

Early in the spring semester you should submit an annotated bibliography (each entry is followed by a brief description of information contained in the source) to your adviser. Much of this information will have already been collected while searching for and developing an idea in the preceding semester.

5. **Develop the prospectus (see pp. 9, 10, & 11 below)**

The prospectus is a description of what you plan to do and how you plan to do it. It should be submitted to your adviser by the end of the spring semester thesis/project research course. Following submission of the prospectus, you and your adviser will meet to discuss any additional information that should be included, or perhaps extraneous information that should be deleted.

6. **Once again, enroll in the appropriate college / departmental thesis/project research course as directed by thesis adviser.**

During this semester you will complete the thesis or project, making all corrections suggested by the adviser. Extensions for completion in the following semester will be considered on an individual basis.

7. **Submit two copies (free of corrections and errors) using the appropriate form and style detailed in pp.17 - 26.**

You will submit one copy to the Director of the University Honors Program. This copy will be placed on public display in the University Honors Office and made available to all students and faculty of the university. The second copy is to be submitted to the thesis/project adviser where departments or colleges may also make the work available to the public.

HONORS PROGRAM THESIS/PROJECT AGREEMENT

The objective of the Honors Program Thesis/Project is that the student will write a thesis or create a project in his or her area of concentration, or a related area, which will call upon the skills of analytical thinking, research, and writing which have been emphasized throughout the Honors Program curriculum. This intellectual exercise will help to prepare the student for graduate school or can be used to demonstrate to future employers the comprehensive, rigorous requirements of his or her educational experience.

Duties of the adviser. The thesis/project advisor of _____, Honors Program student who is a / an _____ major, agrees to work with the student in defining a topic and providing direction and assistance as needed during the thesis/project. The adviser will meet with the student weekly or as needed to provide direction, check on progress and assist in resolving problems.

Duties of the student. The student will initiate the thesis/project process and arrange for a conference with the adviser once per week or as needed. The student will provide progress reports to the adviser as requested. When the student has completed the thesis/project, he or she will provide two copies to be distributed to the Director of the Honors Program and to the thesis/project adviser.

Honors Program Student

Thesis/Project Adviser

Honors Program Director

THE HONORS THESIS/PROJECT PROSPECTUS

PART I

PRELIMINARY ABSTRACT: Describe your overall topic in terms of (1) the general issue with which you are concerned, (2) the specific question or questions you have formulated as your particular emphasis, including any hypothesis you may have formulated, and (3) the general ways in which you will go about addressing your question. **CONFINE YOUR ABSTRACT TO ONE PAGE DOUBLE-SPACED.**

THE HONORS THESIS/PROJECT PROSPECTUS

PART II

Address each section in turn, using these section headings in your discussion to clearly indicate each section. Confine your discussion in each section to no more than one single-spaced typed page. If you are doing a creative project, you may use Part II of The Prospectus if the format is useful to the project. (See p. 12.)

Work with your adviser to adapt the terminology used in each section below to your particular discipline.

- I. **BACKGROUND /LITERATURE REVIEW.** Summarize the “body of knowledge” or range of perspectives that inform your particular research topic. Be specific in terms of contributions of individual researchers, theorists, methodologies, critics, etc., to your line of inquiry.

- II. **RESEARCH QUESTION.** How does your work relate to the background you’ve discussed above? What is the particular question or theme that you will address and how do you expect it to contribute to the inquiry in this field? Do you have a working hypothesis or perspective?

- III. **METHODOLOGY/APPROACH.** How will you go about addressing your question? Be specific in terms of research design, procedures, analysis of primary sources, etc., as appropriate to your discipline.

THE HONORS THESIS/PROJECT PROSPECTUS

PART III

BIBLIOGRAPHIC/REFERENCE LIST

List below the major sources you will be using. Include texts, documents, data sets, interviews, professional journals and other periodicals, monographs, government documents, etc.

Creative Projects Option

If you are doing a creative project such as a recital, art exhibit, video, creative writing etc., you are required to submit an explanatory text, description of the project, or other written materials with the project. The nature of the written component to the project is to be agreed upon between you and your adviser and specified in the prospectus. For example, if you plan a recital or art exhibit you might research and write program notes and arrange for publicity. If you produce and direct a video, you might keep a written journal of the project while it is in progress and have a written text to accompany the video. The creative work alone is not acceptable. It must be accompanied by written material as approved by your faculty project adviser. The prospectus, or portions of the prospectus, may or may not be useful for the creative project. This will depend upon the nature of the project and your faculty adviser.

Organizing the Thesis/Project

Some find the scope or the magnitude of the thesis/project to be overwhelming, but in fact the structure is similar to papers you have done before. On the other hand, the amount of work and time needed to successfully complete a thesis/project should not be underestimated. In order to help put the workload into perspective, the following generic outline is presented. Organization will vary according to your discipline, but your thesis/project can be thought of as being composed of five chapters of varying lengths. On pp. 14 - 16, a detailed description of chapters will follow this overall outline.

Chapter I: Introduction

Chapter II: Literature Review (what you already know)

Chapter III: Method (your approach to the question / topic)

Chapter IV: Presentation (your contribution to the body of knowledge based on your research or study)

A. Results

B. Discussion

Chapter V: Conclusion (So what, and where do you go from here with this subject or question?)

Detailed Typical Outline of a Thesis

The following information is not applicable to theses/projects in all areas. **YOUR FACULTY ADVISOR WILL ULTIMATELY DETERMINE THE FORMAT YOU ARE TO USE IN YOUR RESPECTIVE AREA.**

This information will, however, give you an idea of what is typically expected in a thesis/project.

CHAPTER I. INTRODUCTION (background necessary to understand project)

1. Introduction to thesis subject - what is the thesis/project about?
2. Background of the problem / topic - how did it come about?
3. Statement of the problem / topic - area of concern, felt need.
4. Purpose of study - practical outcome or value.
5. Questions to be answered or objectives to be investigated.
6. Assumptions you make in stating thesis question / topic.
7. Rationale for doing the study/project.
8. Importance of the study/project (somewhat overlaps with # 3).
9. Definition of terms (conceptual) if needed.
10. Scope and limitations of the study - narrow the focus.
11. Outline of the remainder of the thesis/project.

CHAPTER II. REVIEW OF THE LITERATURE (include specific citations)

1. Organization of Chapter II - an overview.
2. Historical background of the problem / topic if appropriate.
3. Summary of existing studies relative to what has been found - who, what, where, when, and how as appropriate to your particular discipline.
4. Establishment of possible need for this study and likelihood of obtaining meaningful, relevant, and significant results.
5. Report on the literature / studies reviewed:
 - a. Selection and arrangement of literature review is often presented in terms of questions to be considered, hypotheses set forth, or objectives or specific purposes.
 - b. Types of literature to be considered include books, periodical articles, monographs, bulletins, reports, theses, dissertations, papers presented at professional meetings, etc.
6. Brief summary of literature reviewed.

CHAPTER III. METHODOLOGY

1. Overview of the chapter.
2. Description of research methodology or approach - surveys, analyses, etc.
3. Research instruments if appropriate - tests, questionnaires, etc.
4. Data collection if appropriate.
5. Processing of data if necessary.
6. Methodological assumptions.
7. Limitations of study - weaknesses.
8. Summary.

CHAPTER IV. ANALYSIS OF PRESENTATION OR FINDINGS

1. Findings or results of study are presented (may use tables or charts when appropriate).
2. Findings are reported with respect to furnishing evidence for each question asked or hypothesis posed.
3. Appropriate headings are used to correspond to main questions or hypotheses considered.
4. Tie together findings in relation to your theory, review of literature, or rationale (for some disciplines this is included in Chapter V and the appropriate heading of "Discussion" is added).
5. Summary of chapter

CHAPTER V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

1. Brief summary of everything covered in the first three chapters and in findings portion of Chapter IV.
2. Conclusions - "so what" of findings; often this is the hypothesis restated with results.
3. Recommendations for (1) implementing the findings and (2) further research.
4. Brief conclusion.

The format to be used will include (1) title page, (2) abstract, (3) acknowledgements, (4) table of contents, (5) table of figures (if included), (6) list of tables (if included) (7) text, (8) appendices (if included), (9) bibliography or references. These sections will be described in detail along with specific instructions on format in a document to be provided by the Honors Program. Model pages and examples will be included in this document.

HONORS PROGRAM THESIS/PROJECT

WRITING GUIDELINES

The Honors Program thesis/project must adhere to the standards set forth in this guide and should conform to accepted standards of grammar and usage. **However, if your college and / or department has a standard form of guidelines, then you are to follow those guidelines set out by your college or department as directed by your thesis/project adviser.** If there are no standards demanded by your particular college or department, then you will adhere to the standards set forth by the Honors Program.

Students should follow the accepted style in their discipline for documentation of sources, bibliography, references, etc. One of the following manuals, as recommended by your discipline, should be used: The MLA Style Manual, Publication Manual of the American Psychological Association (APA), or The Chicago Manual of Style . These books are available in the bookstore.

As your manuscript represents a significant contribution to knowledge in your particular discipline, it is important to ensure that its presentation meets certain standards and requirements in order that it will enjoy the widest possible readership. The purpose of these guidelines is to set down the requirements which will ensure that these standards are met and that your manuscript will be acceptable to the Honors Program and your department.

General Directions/Physical Specifications

If your manuscript is being typed by someone other than yourself, be certain they have a copy of these guidelines. To insure the highest print contrast, it is recommended that the manuscript be printed on laser or letter quality printer. In the rare case when it must be typed on a typewriter, use a new ribbon.

Computer-Generated Theses

Since most manuscripts will be produced on a computer it is assumed that a quality printer and the appropriate paper will be used. For example, acceptable fonts are Courier and Times New Roman with a font size of 12 point.

Typewriter-Generated Manuscripts

If a typewriter needs to be used, pica or executive type is acceptable and the type size must be 10 or 12 point. Be sure to adhere to the specified margins. A new typewriter ribbon should be installed. Strikeovers, incomplete erasures, or correction fluid and tape are not allowed.

Number of Copies

It is suggested you make four copies: one for yourself, one for your faculty adviser, one for your Department or College thesis library, and one for the Honors Program library.

Title Page

All manuscripts must have a title page and must be signed by the adviser and the Director of the Honors Program (see sample of thesis title page, p. 20). Make sure the adviser's and Director's names are typed under the respective lines. The "date" should be a month and year only; no commas, brackets, etc., i.e. NOVEMBER 1999.

Margins and Page Numeration

All pages should have a margin of 1" on the top except for the first page of each chapter, which should have a 2" top margin. All pages must have a 1" bottom margin, a 1 1/2" left margin and a 1" right margin.

The manuscript must be complete. All pages must be present and numbered in the proper sequence. The pages of the body of the manuscript including plates, blueprints, appendices, and bibliography/references must be numbered consecutively with Arabic numbers placed in the middle or even (flush) with the right margin of the page and spaced 1/2" or three lines from the top.

All preliminary material such as acknowledgements, table of contents, etc., should be numbered separately using lower case Roman numerals. A number is allowed for the title page but it is not printed on the page. The lower case Roman numerals on all pages of the preliminary material and all page numbers for the first page of each chapter (other than the title page) are placed in the center of the page 1/2" from the bottom edge.

Style and Form

Matters of style and form for a thesis can vary from one discipline to another. The MLA Style Manual, Publication Manual of the American Psychological Association (APA), or The Chicago Manual of Style are commonly recommended and are available at the bookstore. Your adviser will be able to direct you to the appropriate style manual for your discipline. A consistent style should be used throughout the manuscript.

Generally, the main text should be double-spaced; quotations of sufficient length may be single-spaced. The title page, organization of the manuscript, and margins and page numbers are to be as specified in this Honors Program Thesis Guidelines Handbook.

Illustrations, Photographs and Maps

Photographs and other illustrative materials should be attached to a separate sheet of bond paper and pressed dry to prevent wrinkling of the paper. Such pages must be numbered. A good quality wheat (library) paste or dry photographic mounting tissue is recommended. Do not use rubber cement, scotch tape or substances such as Elmer's Glue.

Illustrative material drawn on a computer, generated in black will reproduce satisfactorily while colors will appear as slightly varying shades of gray. Thus, do not rely on color as a key or code, etc.

Larger items such as maps, audio or visual tapes, or computer disks may be included in a pocket at the end of the manuscript.

Organization of Manuscript

While this will vary depending on the discipline, the manuscript will normally consist of the following sections which should be arranged in the sequence indicated by the corresponding number:

- | | |
|-----------------------|---------------------------------|
| (1) title page | (6) list of tables |
| (2) abstract | (7) introduction |
| (3) acknowledgements | (8) text |
| (4) table of contents | (9) appendices |
| (5) list of figures | (10) bibliography or references |

On the next few pages you will find model pages and examples of some of the above sections.

A Thesis

entitled

How To Write A Thesis

In Ten Easy Lessons

by

Your Name

as partial fulfillment of the requirements for

the Bachelor of Science Degree

with Honors

in

Biology

Adviser: _____

Type adviser name below line

Honors Program Director: _____

Thomas E. Barden

The University of Toledo

JUNE 1999

Abstract

A survey questionnaire was administered to students at the University of Toledo College of Pharmacy to determine students' views of the current internship program. Of the 293 students who are enrolled in the professional division of the College of Pharmacy, 82.3% of students responded to the survey. Of those students, 92.5% had internship experience and 7.5% did not have any internship experience.

Overall, students are satisfied with their internship experiences, but they may like their internship sites better than the preceptors who practice at those sites. Students are becoming more interested in performing patient counseling services than any other service. Students reported that they spend too much time on dispensing and technical duties. Additional research is warranted to determine what other students' views are and if those views are similar to those of the pharmacy students at the University of Toledo.

Acknowledgements

This thesis is dedicated to my mentor, Dr. H. M. Alot, in appreciation of her unflagging support of my academic and personal endeavors. Following in her footsteps has never (yet) led me astray.

I also express my sincerest gratitude to Dr. Thomas Barden and the Honors Program at the University of Toledo both for their financial support of this research through an Arts and Sciences Thesis Award and for much personal encouragement.

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Final Steps in Finishing Your Thesis:

- Make **four** copies: one for yourself, one for your faculty adviser, one for your Department or College thesis library, and one for the Honors Program library.
- It is strong recommended you professionally bind copies of your thesis – Kinkos on Bancroft Street can provide this service for you.
- All copies should be signed by your faculty adviser and the Director of the University Honors Program.

Revised 8/17/06