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1. **PURPOSE AND GOALS: WHAT YOU CAN EXPECT TO GAIN FROM THE CAPSTONE**

The Honors College Capstone is the culmination of your Honors College academic experience. Your Honors classes have stressed student-generated work and scholarly independence. The Capstone project is the extension of this training. Now you get the chance to join the company of the scholars, designers, experimentalists, or artists with whom you have been working. You will produce something new and original in your chosen field of study. The purpose of this project is to build the skills of independent thought and research, to prepare you for graduate or professional studies, and to demonstrate your own excellence.

You can expect this work to be difficult but rewarding. You will work closely with your Project Director, and possibly with other students if your project has a group component. Your project should be something you are proud of. It becomes a public document, published through the University Library and permanently archived for all to see.

2. **THESIS OR PROJECT? WHICH IS RIGHT FOR ME?**

A **thesis** consists of extensive research process that results in a lengthy, well written, and thoroughly researched paper. You can think of it either as an extended term paper, or as a small version of a Master’s Thesis. You can write a thesis in any field, from philosophy to biology to nursing practice to thermodynamics to music theory and so on.

A **project** consists of more “hands-on” activities, even though these hands-on activities typically grow from an extensive knowledge base and require a great deal of theoretical background. Examples of projects include: a new computer program; the design of a new piece of equipment or technology; devising, implementing, and evaluating a new clinical or educational practice; a collection of short stories, poetry, or other literary creation; an art installation, musical composition, or direction of a theatrical production; devising a business plan or creating a marketing and advertising campaign. The project still involves a written component, usually much shorter than the writing involved in the thesis. Typically your write-up will include most or all of the following:

- An explanation of your project’s importance and originality
- A summary of the process of completing your project
- Anything you found especially challenging and how you overcame that challenge
- A self-assessment of your performance or project

Also, if any kind of performance is involved in your project, a DVD of the video should be included with your write-up. Any artwork should be preserved photographically, either as a CD ROM or photographic reproduction (or both).
3. GROUP PROJECT

If you wish to complete your senior thesis with one or more other students, the project must be large enough to justify giving each student involved 3 hours of Honors credit. Be sure to discuss this requirement with the Honors Dean. Carrying out a project over a time period with multiple people can significantly complicate matters in terms of scheduling time for research, writing, and revisions. Carefully consider these factors before undertaking this project with a classmate.

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4. WHERE DO I START? A BASIC OUTLINE OF THE PROCESS AND THE FORMS YOU NEED

The Honors Capstone can seem overwhelming at first, but even a thousand-mile journey is undertaken a step at a time. Here is a brief outline of how to think about the process. If you want to know when to do these things, see When Do I Start?

1. Decide what you want to do: project or thesis? What specific field will your project or thesis cover? (For example, computer science is not a specific field. Real-time programming is better. A real-time program that does X is best. Similarly: History is not a specific field. Roman History is better. The Early Reign of Augustus is best.) Be sure to pick a topic or project that genuinely interests you and about which you are passionate. Having a real interest in your project makes it a pleasure to complete, rather than a chore.

2. Find a Project Director. UAH is working on a list of research areas of its faculty. Until that time, think back on which faculty and which fields have inspired you, and with whom you did work that most closely resembles what you wish to do. Ask that person if they would be willing to direct your Honors Thesis.

3. Decide the course you will use. Many students do their project as part of a course for which they are already enrolled. If this works for you, be sure to enroll for the course. Upon completion of the course, you will be awarded Honors Credit for that course (although you will need to submit an Honors Credit Completion Form, found at the end of this document). If no course presents itself for your thesis, you can sign up for HON 499 – Honors Thesis. If you need to use HON 499, be sure to contact the Honors College Coordinator to establish a section of this course for you.

4. Fill out the forms: fill out an Honors Capstone Proposal Form (found at the end of this document), obtain the required signatures and submit a signed hardcopy to the Honors Office no later than the 10th day of the semester in which the work is to occur.

5. Do the work. Plan to spend at least a semester doing this work. Frequently, you may use work you have already begun and adapt it into a thesis. Often, the thesis work may take more than one semester.

6. Submit your project. Whether you choose a thesis or a project, your write-up must include the Project Cover Page, which you, the Project Director, and Honors College Dean sign. (This document can be found in the Capstone Style Guide near the end of this document.) If the thesis was done under the auspices of a course other than HON 499, you must also submit a
5. WHEN DO I START? **CAPSTONE TIMETABLE**

The UAH Honors College offers several options for when you can complete your Capstone.

**Summer 2 / Summer 3.**
This option is particularly useful for students who plan to do their research away from UAH or have particularly demanding course schedules through the regular academic year.

Students who take this option can begin their research or other work during the summer before their junior year, and finish during the summer before their senior year. Capstone submission can be done during the first term of their senior year, and students are eligible to serve as thesis mentors.

**Summer 2 / Summer 3 timetable:**

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Task</th>
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<tr>
<td>Second Semester, Sophomore Year</td>
<td>Identify area of research or project activity; identify where you will do the work and whom you will use as your Project Director. If the Project Director is not UAH Faculty, check with the Honors Dean regarding qualifications. Secure any necessary permissions and funding (such as an RCEU). Decide whether your research can be carried out under a current UAH course of if you need to enroll in HON 499, and inform the College Coordinator of your plans. Fill out Honors Capstone Proposal Form.</td>
</tr>
<tr>
<td>Summer before Junior Year</td>
<td>Carry out initial stages of project/research</td>
</tr>
<tr>
<td>Second Semester, Junior Year</td>
<td>Re-establish supervision the project activity or research. Discuss with the Honors Dean, secure any necessary permissions and funding.</td>
</tr>
<tr>
<td>Summer before Senior Year</td>
<td>Carry out final stages of project/research.</td>
</tr>
<tr>
<td>First Semester, Senior Year</td>
<td>Submit the capstone project and the credit completion forms (found at the end of this document).</td>
</tr>
</tbody>
</table>

**Third Year Capstone / Fourth Year Mentor**
This option offers students several advantages. Students can finish their Capstone before their Senior year and (assuming all other requirements are met) they can rest safe in the knowledge
that they will earn their Honors Diploma. Also, they are well positioned to mentor other students through their thesis, a rewarding activity for all.

**Third Year Timetable:**

**Second Semester, Sophomore Year**  Identify area of research or project activity; identify where you will do the work and whom you will use as your Project Director. If the Project Director is not UAH Faculty, check with the Honors Dean regarding qualifications. Decide whether your research can be carried out under a current UAH course of if you need to enroll in HON 499, and inform the College Coordinator of your plans. Fill out Honors Capstone Proposal Form.

**Junior Year**  Carry out the project/thesis research

**End of Second Semester, Junior Year**  Submit the capstone project and the credit completion forms (found at the end of this document).

**First Semester, Senior Year**  Inform the Honors College Coordinator if you wish to serve as a Capstone Mentor.

**Fourth Year Capstone**

This option also offers students several advantages. Students can finish their Capstone as part of a senior capstone project in their major, and they frequently have amassed enough knowledge and background to be ready for the demands of the Capstone.

**Fourth Year Timetable:**

**Second Semester, Junior Year**  Identify area of research or project activity; identify where you will do the work and whom you will use as your Project Director. If the Project Director is not UAH Faculty, check with the Honors Dean regarding qualifications. Decide whether your research can be carried out under a current UAH course of if you need to enroll in HON 499, and inform the College Coordinator of your plans. Fill out Honors Capstone Proposal Form.

**Senior Year**  Carry out the project/thesis research

**End of Second Semester, Senior Year**  Submit the capstone project and the credit completion forms (found at the end of this document).
6. THE PROJECT DIRECTOR: CHOOING WISELY

Whether you write a thesis or do a project, you must have somebody with whom you can work closely and who is an expert in your chosen field. You may wish to work with a professor with whom you previously took a class, your major advisor, or someone with whom you have been working in a lab, studio, or in clinical practice.

We strongly encourage you to pick a thesis director who is UAH Faculty member. If you wish to work with somebody not affiliated with UAH, please check on his or her qualifications with the Honors Dean. Generally the director should have at least a graduate degree in her or his field, and preferably the terminal degree in the relevant field.

The Project Director provides guidance in research or in the activity of the project. The Director should meet with you regularly and should be accessible throughout the course of your project. You are expected to remain in close contact with your Project Director. Work should be submitted for review on a regular basis, and you should expect corrections or suggestions to be returned in a timely manner. You must allow a reasonable amount of time for the Project Director to review your work – don’t pile work on him or her at the end of the semester.

7. HON 499 OR REGULAR CLASS? WHICH IS BEST FOR ME AND HOW IS CREDIT AWARDED?

Whether you sign up for Honors 499 or use a regular class (typically one in your major) for your Capstone is up to you. Bear in mind that if you use a course in your major in which you are already expected to complete a project (like a senior design course), you must have additional work, research, or activity to make it count for Honors Credit and to count as an Honors Capstone. You can work out this extra work with your Project Director and may consult the Honors Dean as necessary. The credit for this course will count as Honors Credit, although no more than 3 hours may be used. You will need to fill out an Honors Credit Completion Form (found at the end of this document) to earn this credit.

HON 499 is taken as a pass/fail course and it technically does not meet. The course work and content is the work of your Honors Capstone. You will receive a passing grade at the end of the semester in which you sign up for this course provided satisfactory progress has been made toward your thesis or project. If your project or thesis is not complete, you have one additional term (including summer) to finish the project, although you will not sign up for the course again.
8. HUMAN/ANIMAL SUBJECTS: KNOW YOUR RESPONSIBILITIES

It is your responsibility to ensure your research complies with UAH and policies and guidelines. If you are using animals in your thesis/project, you must get approval from IACUC, Institutional Animal Care and Use Committee. Likewise, if you are using human subjects or giving out surveys, you must get approval from the University Institutional Review Board, IRB, or be listed on an approved protocol. Your Project Director should be able to help you with this process. If not, please contact the Honors College Office for guidance.

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9. LENGTH OF THE RESEARCH PAPER

Details such as page length are at the discretion of your Director. It is also difficult to establish overall guidelines, given the different requirements and standards of the widely differing disciplines on offer at UAH. As a general rule, 30 pages (including front matter, notes and bibliography) is an absolute minimum for students in the humanities, arts, and social sciences. 40-50 pages is a more appropriate length for works in these disciplines. If you are writing in math, natural science, engineering or pre-professional disciplines, you may have theses consisting of only 25-40 pages.

If you choose a project rather than thesis, you still must submit an accompanying paper as part of their senior project. Depending on the work involved in completing the project itself, it is likely the written component will be quite a bit shorter than a traditional research thesis. See the Project or Thesis section for details about what should go into your project write-up.

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10. FORMATTING THE THESIS OR PROJECT PAPER: HOW DO I PUT THE FINAL PRODUCT TOGETHER?

The standard format for an Honors thesis or project paper is listed below. While not every thesis paper will include the same sections and items, the following can be used as a general guideline.

NOTE: The title page (and its specific formatting), Table of Contents, and Thesis Abstract are required for ALL theses and write-ups regardless of discipline or project type. Submissions that fail to contain those three elements will not be accepted by the Honors College. Additionally, final copies must be printed on the proper paper with the appropriate margins and page numbers. It is your responsibility to ensure that the final copy meets all formatting requirements. Learning proper formatting the thesis or project paper is an important part of this process.
• Title Page (REQUIRED) – The specific format for this is found here.
• Table of Contents (REQUIRED)
• Dedication (if desired)
• Abstract (REQUIRED): 1 page appearing after the Table of Contents summarizing the work of the Thesis or Project. Must be included in the Table of Contents
• Introduction
• Main Body
• Conclusion
• Endnotes, Works Cited or References (required if sources are quoted)
• Tables, Graphs, Photos, Maps, etc. (if appropriate – these may also be included in the main body of the text)
• Appendix(ces) (if appropriate)

All pages must be numbered consecutively. The title page should not have a page number, and pagination should begin on the next page.

At the end of this document, you will find the Honors College’s Honors Capstone Style Guide. This Style Guide both shows the style all Honors Theses/Project write-ups should follow and discusses the elements of this style in the body of its text. It is based on the Chicago Manual of Style, which students are encouraged to consult for further information. [Return to Contents]

11. SUBMITTING THE THESIS: THE FINAL STEPS AND REQUIREMENTS

The final version of the Thesis or Project write-up should strictly adhere to the formatting guidelines and should be printed on 25% or higher cotton bond paper and spiral bound with a plastic cover (this can be done by the UAH Copy Center or at Kinko’s or any other print shop).

Three bound copies are made. One should include the original Title Page with signatures. The other should include a copy of that page. The original is placed on file in the Honors College Office, the second copy is archived (and subsequently indexed) in the Salmon Library, and the final copy is given to the Project Director. You are encouraged to make a copy for yourself, as well – it is the crowning achievement of your Honors College career. [Return to Contents]

12. WHEN SOMETHING GOES WRONG: WHAT TO DO JUST IN CASE

Unavoidable circumstances may occur in the course of completing your Capstone. For example, you may be forced to change topics or Project Directors, or you or your Project Director may
face a life-emergency or crisis. **Do not panic. These things happen.** Do be sure to contact the Honors Dean as soon as possible to begin working on a plan to recover.

**Change in topic or reader**

Sometimes the topic you originally intended to pursue does not work out. In this case, you are advised to discuss the possibility of choosing a different, more viable topic with the Project Director. Sometimes changing topic means changing Project Director. Whether you change the topic, reader, or both, a new Honors Capstone Proposal Form must be submitted to Honors College Office with the relevant signatures.

**Emergencies**

If your Project Director becomes seriously ill or hurt, leaves town, or experiences some other emergency that hinders your ability to complete your thesis, please contact the Honors College Dean immediately. If necessary, the Honors College will help you to locate a new Director. This also requires a new Honors Capstone Proposal Form be submitted to Honors College Office with the relevant signatures.

If you experience an emergency that prevents you from completing the thesis on time, be sure to discuss this with the Honors Dean and your Project Director. Remember, you do not have to complete the project or thesis during the actual time in which you are enrolled in thesis course, but it is strongly encouraged. If you feel you are unable to complete the thesis, a withdrawal may be granted by the Honors College only in a case with extenuating circumstances (e.g., a lengthy illness, death of a family member, etc.). Please contact the Honors Dean if you find yourself faced with these circumstances. We are here to help you.

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Honors Capstone Formatting Guide

by

First Middle Last

An Honors Capstone submitted in partial fulfillment of the requirements for the Honors Diploma or Certificate to

The Honors College of

The University of Alabama in Huntsville

Date

Honors Capstone Director: Title (Dr., Professor) First Last Project Director's title (e.g., “Associate Professor of X” - check with Director)

________________________________________________________________________
Student (signature) Date

________________________________________________________________________
Director (signature) Date

________________________________________________________________________
Department Chair (signature) Date

________________________________________________________________________
Honors College Dean (signature) Date

Property rights reside with the Honors College, University of Alabama in Huntsville, Huntsville, AL
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<td>Introduction</td>
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<td>Conclusion</td>
<td>17</td>
</tr>
<tr>
<td>Bibliography (sample)</td>
<td>19</td>
</tr>
<tr>
<td>Reference List (sample)</td>
<td>20</td>
</tr>
<tr>
<td>Figures, Illustrations, etc. (may also be put in main body of text)</td>
<td>X</td>
</tr>
<tr>
<td>Appendix(ces) (if Necessary)</td>
<td>X</td>
</tr>
</tbody>
</table>

(Note – your thesis will **never** have both Bibliography and Reference List – it will have one or the other!)

Obviously, the table of contents is written last. Microsoft Word has some automated table of contents features. They are exceedingly tricky to use. This one was constructed manually using margins and tab fields.

In publishing parlance, the title page, table of contents, dedication, and abstract are called the “front matter.”
Dedication:

This style guide is dedicated to all future Honors College Students, so that they may format in peace and with the knowledge that a well-formatted paper is a happy paper.

Dedications are entirely optional, but they are fairly common for graduate level theses. This work is the culmination of your Honors Undergraduate Career, and it is a graceful gesture to dedicate to somebody (or a group of somebodies) of singular importance to you.

You will note that page-breaks (not section breaks) are used to separate these pages in front matter. Section breaks that include page breaks can also be used, although you should attend to how section breaks do or do not affect your header and footer.
Abstract

Students frequently do not know how to format their Honors Theses or Capstone Project Write-ups. This Style Guide attempts to address that deficiency so that students may produce uniform, clearly formatted Theses. (That’s an actual abstract of this style guide.)

The basic function of this Style guide is to demonstrate in its own formatting, the proper formatting of the Thesis or Write-up and also, in its main body, to discuss the elements of this formatting. Elements that are written in red are guidelines where you will fill in your own information or learn about various formatting features that are difficult to explain in the main body of the text. Most of the guidelines are from The Chicago Manual of Style. Because this guide is very general (and used by many publishing houses), the Honors College relies on it over discipline-specific guides, like the APA or MLA guides. However, you should follow the dictates of your Project Director regarding formatting. English papers should be formatted like English papers, Psychology papers like psychology papers. The exception to this is the front matter and the title page, which must be uniform for all Honors Capstone Theses and Write-ups.

We can begin this formatting lesson with a discussion of the Abstract. Writing the Abstract is one of the very last things you do, when you have a very good grasp of the overall scope and argument of your Thesis or Project. (But wait you ask – don’t I have to write an abstract when I first propose the Capstone? – Yes – more about that below.) Abstracts are exceedingly difficult to write, as they must present in clear language the main theses and lines of argument of the work they abstract. Again, different disciplines have different standards for what should be included in an abstract and whether or not it should
refer directly to the paper (as in “this paper attempts to...”). Consult your Project Director for the best practice in your discipline.

Your abstract should be no more than one page (unlike this one!), and preferably less. It should be paragraphed, if necessary, with 5-point indents and the word “Abstract” centered in bold, as above.

**Abstracts for the Capstone Proposal**

Bear in mind that the abstract you write for your Capstone Proposal Form (at the end of this document) will be a proposal of your basic thesis, methods, and what you hope to discover. Do not worry if you feel uncertain about some or all of these things. That is normal. Your initial abstract is *not a contract!* What you end up doing and writing may change substantially from your initial proposal. *That is totally normal, and even to be expected.*
Introduction

That bold writing write above this sentence is called a “heading.” In your thesis, make sure that your first level headings are bold-faced and centered. Frequently, headings will nest inside each other. This is common if you like to break your text up into sections and sub-sections. In that case, follow these guidelines for different levels of heading:

First level heading – Chapter titles:

Centered in bold type

Second level heading – major sections within chapters:

Bold type, left justified

Third level heading – minor section breaks within major sections within chapters:

Regular type, left justified.

Be sure to keep track of which level of heading you are working within.

The Purpose and Scope of Your Introduction (Yep – that’s a second level heading.)

Now with that out of the way, let’s say a word about introductions. In general, the introduction should be a way of drawing your reader into your work. It should not summarize everything you have done or will do in the subsequent paper, nor should it repeat the abstract. Introducing a paper can be very difficult. Students frequently make the mistake of writing the introduction first (it comes first, right?). It is much easier to write the introduction last, after the main body of the paper is composed and you actually know what you are introducing. Different disciplines again may have different approaches to introductions. Check with your Project Director on discipline standards.
Use a page break to separate chapters from each other. Don’t just space down with “returns.” Using returns can cause problems when printing and headaches when you revise.


Chapter 1: The Basics (First level heading)

Let’s begin by noting the general format: double-spaced, 12-point font with a ½ inch tab indentation for paragraphs. (Word will start automatically indenting after paragraphs. Publishers often prefer that you have as few automatic formatting features as possible, so try to stay with tabbing paragraphs manually.) Left-justify your text with a ragged right; do not fill justify. Keep lines spacing even throughout. Annoyingly, the default on the new version of Word places extra spaces between paragraphs. You may turn this feature off by going to the Layout tab and formatting your paragraph with "0 pt" for spacing both Before and After, rather than "auto." You can then save this as the new default. This is also where you can easily adjust the margins for your whole document: minimum 1-inch margins all around, preferably 1 inch on left and right. Print in black ink and use a fairly standard font, like Times New Roman. Use single spaces after periods and colons.¹

There is a header for the whole paper, which consists of a shortened version title of the paper (called a “running head”) and a page number on the right side. Note that there is no page number or running head on the cover sheet, but that there is on all subsequent

¹ Also note that footnotes, like this, are in 12-point font, and are also double-spaced. Word and other word-processing programs frequently have a default format that has fewer points (9 or 10-point font is common) and is single-spaced. Be sure to change this as you go. For the thesis, we would prefer that you use footnotes, rather than endnotes, as they are easier to consult while reading and easier to format. Remember to insert a footnote using the reference or insert feature of Word. In other words – use the automatic footnote feature. Do not attempt to type them manually at the bottom of the page.
pages. This can be done in *Word* by selecting "different first page" under the header menu, or by inserting section breaks between the title page and the first page of the document and formatting each section differently. If you have difficulty getting the first page of your document to start with the numeral 1, remember that you can actually start the page numbering of your title page at 0 so that the actual second page starts numbering at 1. Always number all pages of your Thesis manuscript.

When using quotations, here is the Chicago guideline: "In general, a short quotation, especially one that is not a full sentence, is run in. A hundred words or more -- or at least eight lines -- set off as a block quotation." *(Yes – that was just a “run in” quote. In other words, it was a quote “run into” the main paragraph of the text.)* Also, it goes on to say that other criteria apply, however: the nature of the material, the number of quotations, and the appearance of the printed page. A quotation of two or more paragraphs is best set off…as are quoted letters (if salutations, signatures, and such are included), lists, and any material that requires special formatting. If many quotations of varying length occur close together, running them all in may make for easier reading. But where quotations are being compared or otherwise used as entities in themselves, it may be better to set them all as block quotations, however short.

Poetry is nearly always set off. *(Yes, that’s a set off quote.)* Several things should be noticed here, in addition to what the paragraph actually says (which should be read carefully – it gives more rules for using quotes). Run in quotations are always in quotes. Set off quotations are not. The set off quotation is indented another ½ inch (do this by changing the actual margins for the quote only) but it still runs in double-
space. The block quote begins with lower case because it continues a sentence. If your block quote begins with a sentence, it should obviously begin with a capital letter.

Use ellipses points (...) when you cut words or sentences out of the middle of the quote. We will use the simplest method, in which no more than 3 points are to be used, and may follow other forms of punctuation as necessary (e.g., "what could this mean?...you can see from the example"). You do not need to begin or end quotes with ellipses points, even if you cut into the middle of a sentence or end the middle of a sentence. To make quotes flow better, you may alter tenses or pronouns, but enclose the alteration in square brackets, as in, "what could this mean?...[she could] see from the example." Citation of these quotes will be covered below, and there are many, many more details and rules about using quotations, enough to merit their own chapter in Chicago. If you do not have access to this, just use common sense, good grammar, and consult your Project Director.

**Mathematical formulae and characters** (Second level heading)

Clarity and consistency are the two most important virtues here. The same symbol should denote the same thing whenever it occurs and should never shift meaning in the text. Mathematical expressions, equations, and the like should be set off and centered, especially if they are to be discussed in the text. For example:

If $a=b$, then for all real numbers $x$,

$$a + x = b + x, \ ax = bx, \ -a = -b$$

The text introducing the symbols is set in regular type and left-justified, while the equations are set in italics and centered. Numerals and mathematical symbols (e.g., sin, cos,
\[ \sum, \text{ etc.} \] are typically in regular type (not italics). The \textit{Chicago Manual} has many rules about the display of equations, but most of them amount to considerations that anyone familiar with the math would likely know. \textit{Again, follow the conventions of your discipline} above all else.

\textbf{Computer code, poetry, other special formats} (Second level heading)

Like the long quote above states, things that require special formatting, like poetry, mathematical proofs, lines of computer code, etc. should be set off from the main text with their own margins, typically an additional \( \frac{1}{2} \) inch indentation.

\textbf{Illustrations, tables, etc.} (Second level heading)

Illustrations, tables, etc. should appear as soon as possible after they are mentioned in the text. With Word and other word processing programs, this is easy to achieve. Try to avoid putting it \textit{before} the mention of it in the text unless it is on the same page as the mention. For clarity, always use a text reference (like “See table 2.3” or “consult figure 4” or “compare illustrations 2 and 5”). This also means that your illustration, table, etc. should be clearly labeled. Label continuously throughout the document: if you end chapter 1 with illustration #4, the first illustration in chapter 2 should be #5. Otherwise, confusion will reign. It is not necessary to include a list of illustrations unless you think it will help the reader to manage his or her way through the work.
Chapter 2: Citations, Bibliographies, and Reference Lists

Now, on to citations. Chicago lists multiple formats but we will focus on two: bibliographic and author-date. I will give you some information about both in what follows. Pay close attention to the sample entries, as there are no accidental features in them: spacing, font-type, punctuation are exact. Please note that your Project Director may wish to use whatever citation format is common practice in her or his discipline. Follow your Director’s lead on this, as this will be a very valuable skill to learn. If your project Director does not have strong opinions on the correct citation format, use one of the two here.

Citation format #1: Notes and bibliography (yes, that’s another second-level heading!)

This system is generally used in the humanities. It consists of notes, either footnotes or endnotes, which either refer you to a bibliography or contain the bibliographic material themselves. For your paper, if you use this system, the Honors College prefers footnotes with a full bibliography. Here is a sample of this:

Bibliographic entry:


Footnote referring to this entry:

1 Detmer, Freedom as Value, 85-88

The basic idea is simple: footnotes follow the quoted material (indeed, they always go after any punctuation, except the dash, which they precede). "For example, if this were a quotation, the footnote would come after the period and the quotation mark." The footnotes then contain the author, a title (shortened if the whole title is long) and a page

2 Just like you see in that sentence that ends with the footnote.
number. Avoid using "ibid." and "op.cit." unless so directed by your Project Director. Rather, repeat the short citation. The bibliography occurs at the end of your document and is set off as a separate page, but continues the pagination of the paper. Bibliography entries all have a "hanging indent" – this can be produced automatically by playing with the arrows in the ruler on Word. (If you don't know how to do it – look it up in the Help feature or simply Google it.) Here are sample formats to use:

**Bibliographic entries** (note the hanging-indent format):

**A work in translation:**


**An essay in an anthology:**


**A work in translation, followed by another work by the same author.** Note the 3-em dash (6 short dashes on most computer keyboards) preceding the second entry (also note that the second work is an essay in a journal):


An essay in a journal:


A regular, non-translated book:


A work in translation and the original:


Some notes citing these:


Please note that journal articles retrieved from jstor or other electronic resources, even if they have a stable URL, should be given the original journal citation. Use URLs only for information available on the web. This is the Honors College's rule, but it follows general convention. For web information, use these formats:

Footnote:

1. www.geocities.com/thenietzschechannel/library/htm.#g

Bibliography:


The one thing I do not like about the note-bibliography system is that it does not distinguish between notes that contain purely documentation information, and ones that
contain substantive points. This is especially annoying if endnotes are employed and citation is excessive.

**Citation format #2: Author-date**

This system remedies that problem, by putting the citations in the text, leaving the footnotes free for substantive discussions. However, this method is generally used in the sciences, professional journals, and social sciences, and not as typically in the humanities (although that too is slowly changing).

In this system, you use parenthetical, in-text citations that contain the author, the date of publication, and the page number. The basic format thus looks like this: (Detmer 1988, 23). In other words *(author date, #)*. These citations are generally placed *before* punctuation. Here is an example from *Chicago*

Recent literature has examined long-run price drifts following initial public offerings (Ritter 1991; Loughran and Ritter 1995), stock splits (Ikenberry, Rankine and Stice 1991), seasoned equity offerings (Loughran and Ritter 1995), and equity repurchase (Ikenberry, Lakonishok, and Vermaelen 1995).

Notice that the citations come before either commas or periods. Include the citation *within* the sentence punctuation, *don’t leave it outside*. So, for instance:

Foucault describes the monster as the "natural form of the unnatural" (2003, 56).
Note that the period here does not occur inside the final quotation mark, as it normally would, but rather after the citation.\(^3\) Also, as you can see, if the author’s name appears in the main text, you do not need to repeat it in the citation (another example from *Chicago*):

As Edward Tufte points out (2001, 139), "a graphical element may carry data and also perform a design function usually left to non-data-ink."

Once again, if you do not have a copy of *Chicago*, let common sense and clarity be your guide.

The author-date format does not call its list of works cited a "Bibliography," but rather a "Reference List" or a "Works Cited" page. It also begins on its own page, and entries have a hanging indent. The format for documentation is different, since the reader must find it by author and date. The above examples are transcribed for comparison. Note titles are now capitalized *sentence style* (in other words, only the first word and proper nouns are capitalized) and there are no quotation marks around an essay title:

\(^3\) By the way, there is much confusion about this point in student papers. The rule is simple: if the sentence ends in a quotation, the period goes *inside* the quotation mark, unless followed by an author-date citation as in the example. Commas also always go inside the quotation mark. Other punctuation marks go outside the marks. Contrast below with the sentence above:
What did Foucault mean when he stated (2003, 56) that the monster was the "natural form of the unnatural"?
A work in translation:

An essay in an anthology:

A work in translation, followed by another work by the same author. Note the 3-em dash (6 short dashes on most computer keyboards) preceding the second entry:


A single-author essay in a journal:

A multi-author essay in a journal:

A regular, non-translated book:
A work in translation and the original:


Conclusion

There you are: the basics for formatting your paper. When it comes time to write your dissertation and master’s thesis, universities usually require much stricter guidelines, including margin size, avoidance of widows and orphans, and so on. Publishing houses and journals often have their own style requirements, usually based on *Chicago*. For our purposes, it doesn't hurt to go through your paper when it is in its final form and make sure that all the pages are formatted the same, that headings and subheadings (if you use them) are all formatted identically, that you try to eliminate widows (short lines or words that conclude a paragraph but begin as the top-line of a page) and orphans (which occur when the first line of a paragraph is the final line of a page) as much as possible (don’t change the entire formatting just to accomplish this, but do make sure that headings and subheadings are neither widowed nor orphaned). Spelling and grammar mistakes must be kept to an absolute minimum; having others proofread your paper is the best way to assure a clean manuscript; reading it aloud to yourself is a good second. If you don’t know a grammar rule, the web or grammar resources in the library can be consulted. The library also has a copy of the *Chicago Manual of Style*.

Although modern word-processing programs allow you to produce material that looks like a book, any journal or publisher will want to format your material in their own way, so get in the habit now of producing good, clean easy to read manuscripts with clear, thorough documentation. That is the exact goal of these formatting guidelines as well. Minimize fanciness and maximize clarity.
Bibliography

Here is a selection from a bibliography from an actual paper written by your Honors Dean. I have shortened it so as to include samples of various formats.


------ *The Ethics of Ambiguity*. Translated by Bernard Frechtman. New York: Citadel Press, 1976. A second work by the same author – note the dashes rather than reuse of the name. Also note that it is alphabetical by title (although the alphabetization of French titles is a tricky matter…)


Reference List

Here is a reference list constructed from the examples used elsewhere in this style guide.

Note again – hanging indent, alphabetical. Within a single author – it then orders by earliest
date of publication.


companion to Sartre*, ed. Christina Howells, 13-38. Cambridge: Cambridge University
Press. An article in an anthology.

Carol Publishing Group.

3-48. A work in translation followed by another work by the same author, cited as a
journal article. Follow publication order (1976 before 1988!) Again note the dashes.


Detmer, David. 1988. *Freedom as a value*. La Salle, Illinois: Open Court. A regular, non-
translated book.

article.
Honors College Credit Completion Form

Use this form to request Honors credit only for a course you have successfully completed that is NOT already an Honors course (i.e., not HON or with an Honors “H” designation/section code). Submit this form to the Honors Office. Course must be completed with a grade of B or higher to obtain Honors credit hours.

<table>
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<th>Type of credit:</th>
<th>☐ Honors Contract</th>
<th>☐ Honors Thesis</th>
<th>☐ Foreign language</th>
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Student Information

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Instructor Information

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Signatures:

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For Honors Office use only:

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Honors College Capstone Proposal Form

Submit this form no later than the 2nd week of the semester student is working on the thesis. Be sure to attach the abstract. **After you complete the capstone**, you must:

1. Submit an Honors Credit Completion Form with signatures **AND**
2. Use the Cover Page contained in the Formatting Guide with the signatures as your cover page.

<table>
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<tbody>
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<td>Semester you’re completing the thesis (if different) (circle):</td>
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<td>Project Director’s Name:</td>
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- Attach a brief (one-page) abstract to this form. See the Honors College Capstone Handbook for advice on the initial abstract.

**Approvals:** Advisor and Department Chair Signatures must be present before approved by Honors College Director

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