



UVU Honors Program Thesis and Project Guidelines

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INTRODUCTION

Congratulations! You have arrived at a significant step in the pursuit of your Honors Baccalaureate: researching and writing your thesis or designing and completing your project. It can represent the most rewarding experience of your education thus far if you approach it with planning, the willingness to ask for help, and the personal responsibility it requires. Although you will be guided in your thesis or project or project work by the Honors Program and by your chair and other mentor(s), the ultimate responsibility for the senior thesis or project rests with you.

The Honors thesis or project is a significant undertaking, produced at the undergraduate level but of quality and greater sophistication than other students might produce. In other words, it is less substantial than a graduate thesis, but more so than a final project in an undergraduate course. Your thesis or project should be the most developed effort of your undergraduate years.

This guide should answer your biggest questions about thesis and project preparation. We recommend that you read it in stages. If you have other questions, please contact the Honors Director.

Parameters

The Honors Program senior thesis or project is the capstone to your undergraduate experience in Honors. It is a two-semester project, which is begun in HONR 400R: Honors Capstone and completed in HONR 498R: Honors Thesis or HONR 499R: Honors Project.

The Thesis results in 40-50 pages of research and writing on a topic approved by your Committee. The Project is a more flexible endeavor, but it involves a similar time commitment to an applied project, e.g., a scientific or social science paper, data collection and analysis, laboratory work, artistic exhibition, performance, etc. All Projects must have some kind of public component: a conference presentation, workshop, poster session, seminar, publication in an academic or creative journal, etc. on a topic approved by your Committee.

While the research or inspiration may come easily to you, turning that into a well-organized thesis or polished project is often more of a challenge and can require multiple drafts, logistical support, and other mentoring. The Honors Program Director meets with all thesis & project students frequently in a face-to-face class during HONR 400R to provide general support, planning assistance, a peer review group, and other mentoring on the research and design process. Discipline-specific mentoring is left to your faculty committee.

Most students will become more independent during HONR 498R or HONR 499R, but all of you will still meet in regular conferences with the Honors Director and with your mentors.

Scope and Style

Your thesis or project, and anything resulting from it, represent your contribution to the knowledge of your field, whether that's scientific or social science research, technical products, creative endeavors, major service or humanitarian contributions, or intensive analysis of historical, literary, or philosophical events, texts, or ideas. Therefore, the finished thesis or project must be written or presented in a style and format that are acceptable, consistent, and readily understood—which is why your thesis or project must conform to the requirements in this

guide. The well-written thesis or project not only reflects favorably on you but also on your committee, the Honors Program, and Utah Valley University. You will print two copies on special paper obtained in the Honors Program office. A PDF copy will also be housed in a UVU Library Digital Repository if you sign Copyright Release Form (see Appendix B).

Professional Contribution

Because your thesis or project makes a professional contribution, you are responsible for taking a professional approach. Doing so requires familiarizing yourself with the broader protocols of your discipline, and the world of research or creative contributions in general. For example, you must acknowledge the published and unpublished work of others through proper text and bibliographic citation. You must secure written permission to use copyrighted materials. You must clearly state your objectives, your conclusions, and present your results in a lucid and succinct manner. Bear in mind that the project will stand as an impressive record of your research, written communication, and creative skills and your ability to see a major project through to a successful completion.

YOUR CHAIR AND YOUR COMMITTEE

Your thesis or project committee is an invaluable source of wisdom and insight. Choose faculty whose knowledge will benefit your thesis or project, as well as someone with whom you have or can establish a supportive, collaborative, and productive working relationship. Communication is the key to this relationship, so do your part by being organized, timely, and proactive.

CHAIR

Most students find that their thesis or project chair not only helps with conceptualization and execution, but that they are a vital resource during the writing or completion phase. Chairs will likely have been involved from the proposal stage onwards. They approve and digitally sign your proposal and Committee Agreement, as well as the final documents. Chairs should hold a full-time position at UVU, typically from the tenured or tenure-track faculty, although staff members are permitted. They become the person with whom you develop the strongest working relationship. Co-chairs are acceptable if appropriate because of interdisciplinary work or dual majors.

As you approach a faculty or staff member about being your chair, please explain that the Honors Program thesis or project requirement is designed to promote independent scholarship, research, and creativity. You should select a chair on the basis of their expertise, congruence with your interests, and on the prospect of having a supportive working relationship.

You should conscientiously develop a close working relationship with the chair. Regularly scheduled meetings regarding the thesis or project work are the norm. It is up to you to maintain contact; it is not acceptable to merely present a completed document to your chair and expect a signature. You should design a work plan in consultation with your chair and committee and stick to it. You may modify the plan as you proceed, of course. Discuss progress reports and submission of draft sections as well. Send an electronic copy of the "Thesis and Project Mentor Guidelines" document to any faculty or staff members you ask to serve in this important role.

COMMITTEE MEMBERS

Working as a team, you and your chair will select one or two other faculty, staff, or other experts as members of your committee. These individuals may hold the rank of Lecturer, Artist (or other expert) in Residence, or may be any community-based expert who is acceptable to your chair

and the Honors Director. They will also digitally sign the Committee Agreement after they've agreed to serve and examined your proposal.

PROGRESS REPORTS

In the first semester, you will ask the Chair to digitally sign a Progress Report at the end of the term, indicating you have made sufficient progress on the thesis or project work and have been meeting with the Chair on a regular basis. The form can be found inside the course files for HONR 400R.

GRADES

At the end of the first semester, the Honors Director assigns a letter grade for HONR 400R, based on your level of achievement, timely submission of work, and other measures. At the end of the second semester, typically during the deliberations following the oral defense, the Honors Director and your entire Committee assign a letter grade for the completed Thesis/Project. The full range of grades, from A to E, is available. Students must earn at least a B- after revisions.

Students earning an A grade display

- A strong record of **commitment to developing research/technical/artistic skills** and knowledge as part of their Honors Thesis/Project
- Strong **evidence of initiative, independence, and critical thinking**
- The work must be excellent. In general, the faculty sentiment about the work will be "This is high quality throughout and clearly represents *work above what is expected of a typical undergraduate* in this major."
- The final version of the written portion of the work must be **well-written, well-organized, and properly documented**.
 - **For research theses/projects:**
 - Clearly conveys importance of topic or question
 - Uses strong methodological or theoretical choices and sources
 - Reveals critical analysis of the subject matter, findings, or artistic content, as well as description of ideas or data
 - Shows clear quality of analysis and interpretation of results
 - Impresses readers with overall quality of finished product
 - **For applied/creative projects:**
 - Clearly conveys importance of topic/subject matter
 - Shows originality, innovation, and/or unusual creativity
 - Displays clear quality of execution
 - Contributes meaningfully to the student's field/community/discipline
 - Reveals strong understanding of applied or creative processes for this discipline
 - Impresses readers/audiences with overall quality of finished product

Students earning a B display

- A record of **commitment to developing research/technical/artistic skills** and knowledge as part of their Honors Thesis/Project
- **Evidence of initiative and growing field-related knowledge**
- The completed work must be strong

- The final version of the written portion of the work must be **well-written, well-organized, and properly documented.**
 - ***For research theses/projects:***
 - Conveys importance of topic or question
 - Uses solid methodological or theoretical choices and sources
 - Reveals some critical analysis of the subject matter or findings, as well as description of ideas or data
 - Shows quality of analysis and interpretation of results
 - Reveals overall good quality of finished product
 - ***For applied/creative projects:***
 - Conveys importance of topic/subject matter
 - Shows some originality and innovation
 - Displays quality of execution
 - Contributes to the student's field/community/discipline
 - Reveals understanding of applied or creative processes for this discipline
 - Readers/audiences perceive overall quality of finished product

COURSE and TASK SEQUENCE

HONORS CAPSTONE: HONR 400R

Two semesters prior to graduation, you should register for HONR 400R to begin the thesis or project, in addition to any senior capstone or research course in your major. HONR 400R is offered both fall and spring terms, but not in summers. The Honors Program Director teaches the HONR 400R course and mentors you on topic selection, the research and design process, facilitates peer support, and offers advice about working with the Committee. Students who have a class time conflict with HONR 400R due to required courses in their major may arrange alternative meeting times, but should register for the course with a Time Conflict Override.

In HONR 400R, you will

- Choose a topic based on professional or creative goals, past coursework or course projects, personal inspiration, etc.
- Begin and make significant progress on the research and background related to the topic
- Formulate the question(s) and focus
- Create an annotated bibliography or literature review
- Create a detailed outline or submit an Institutional Review Board proposal
- Make specific plans for public presentation if required or desired.

The bibliography and outline completed at the end of HONR 400R should be detailed enough to indicate you are ready to begin the writing or presentation process. The outline for a thesis should provide a strong sense of the focus and purpose and of the argument, including details theoretical background, evidence, etc. The outline of a project should clearly delineate the scope of the project, e.g., use of field or laboratory research, surveys, or plans of creative pieces (stories, novels, poems, choreography, play scripts, sketches of visual arts, etc.).

HONR 498R and HONR 499R

Students should register for HONR 498R (Thesis) or HONR 499R (Project) in the semester they plan to complete the endeavor. This may be prior to the semester of your planned graduation, but should not be sooner than your penultimate semester at UVU.

During this final semester of Honors coursework, you will

- Revise the thesis or project plan and outline as needed
- Finalize dates, places, times, and other logistics for the public component of a project
- Write and submit a rough draft of the thesis or project by week 9 of the semester
- Submit revised draft of the entire thesis or project for commentary by week 13
- Complete the public component (for Projects only)
- Schedule an oral defense that all committee members and the Honors Program Director can attend
- Submit a defense draft at least seven days before the oral defense
- Obtain all necessary signatures after the defense and any required revisions
- Submit two printed copies of thesis or project formatted according to these Guidelines

COMPONENTS OF THE THESIS OR PROJECT

PROPOSAL

Generally, proposals range from 2-4 pages.

The proposal is a statement of intent for what you want to research, investigate, create, and pursue. Formats vary in various disciplines but, generally speaking, the proposal establishes a clear focus by framing a research question. These range from empirical research questions or hypotheses, to an outline of a business plan, to a description of creative output, to a detailed thesis statement. In every instance, the purpose or research question should be concisely stated and specific. This core statement sets the parameters of the work, although it may evolve as the Capstone semester proceeds. The proposal establishes the principal question the thesis or project will address, establishes a context for questions, grounds it with an academic justification, and outlines what steps the thesis or project may take. To the extent possible, it may indicate the expected findings. The goals or objectives should be clear to anyone reading the proposal whether or not they are steeped in a particular brand of research or investigation.

OUTLINE

An outline is key to developing a coherent finished piece. It is the final stage of the HONR 400R course and thus should be detailed enough to get you launched successfully in HONR 498R or HONR 499R. The format of the outline is flexible.

Sample Outlines for Five Types of Proposals

INVESTIGATIVE, EXPERIMENTAL or QUANTITATIVE STUDY

- Title
- Abstract
- Statement of purpose(s)
- Brief literature review - Relationship of study to related research and analysis of pertinent research
- Statement of need or relevance of the study
- Methodology
- Experimental design (include methods and materials)

- Subjects to be used, if appropriate
- Measures used (surveys, interviews, psychological instruments, protocols, etc.)
- Plan for the analysis of data
- List of References

QUALITATIVE STUDY

- Title
- Introduction
- Statement of purpose and/or a description of the phenomenon to be studied including its significance to the field of study and research questions.
- Review of relevant research as appropriate to methodology used (include researcher's perspective)
- Methodology
- Sample selection
- Data gathering technique
- Data analysis methods
- Limitations
- Ethical considerations
- List of References

DESCRIPTIVE OR HISTORICAL STUDY

- Title
- Introduction and thesis statement
- Statement of purpose(s)
- Literature review - Relationship of study to related research and analysis of pertinent research
- Statement of need or relevance of the study
- Methodology
- Research plan
- Proposed chapter development with discussion of major subheadings
- List of References

INTERPRETIVE, ANALYTICAL OR CRITICAL STUDY

- Title
- Introduction and thesis statement
- Summary of the argument and its significance as a contribution to knowledge
- Brief overview of texts, events, or ideas being interpreted
- Review of the criticism and scholarly literature on the subject
- Description of the analytical, critical, or interpretative methods and the theoretical approaches that will be used to argue the thesis
- List of References/Bibliography

CREATIVE PROJECT (Fine or Performing Arts, Creative Writing)

- Title
- Introduction
- A clear, concise description of the nature and themes of the final creative product
- An explanation of why a creative project was chosen and why the specific form and genre were selected
- Methodology

- A brief discussion of the major elements of the craft that will be used and how they will be used to achieve certain aims or effects.
- List of References

ROUGH DRAFT(S)

The first stage after the outline—the rough draft(s)—is meant structure your progress towards completion and to inform your committee about your progress on the project; it allows them the opportunity to furnish feedback before the writing is done. Therefore, the number and content of rough drafts submitted in HONR 498R or HONR 499R are determined by you and your chair.

Often times, Honors students will prepare multiple drafts of portions of the thesis or project prior to asking their chair for feedback and before sharing the manuscript with the entire committee. The goal is to put forward a strong draft—but not a polished one—before asking others for a critique. Do not ask the committee to correct spelling or grammatical errors. Work with the [UVU Graduate Writing Center](#) for support with drafting and revising. Seek peer critiques from other students as a way to identify areas that need further work.

DEFENSE DRAFT

The next stage—the defense draft—is the document on which the oral defense is based. You should submit one copy of this draft to each member of the committee **SEVEN TO TEN DAYS prior to your defense**, but only after a conversation with the chair. This allows time for the committee to review the draft and to give the important work the attention it deserves.

The defense draft must be typed and formatted according to these Guidelines. It must contain an abstract, a title page, an unsigned approval page, a table of contents, lists of figures and tables (if any), main text including any figures and tables, a bibliography, and appendices (if any). The more closely it conforms to these requirements, the easier it will be for you to finalize it.

ORAL DEFENSE

The oral defense, despite its name, is not an adversarial event. Really, it's a conversation about your year-long endeavor with mentors invested in your success. It's an opportunity to gather with the chair, committee members, and Honors Director to discuss the project or thesis as a completed endeavor. Friends and family are welcome to attend.

The defense generally lasts about an hour. Defenses generally begin with you giving a 10-15 minute presentation of the material, then proceeding to questions and conversation with the mentors for 30-40 minutes. Expect conversation about tangentially related subjects, as well. Stipulations about necessary changes are commonly given. At the end of the conversation, you are asked to step out so that faculty and the Honors Director can agree on a grade.

Please bring two formatted copies of the signature page to the defense.

SCHEDULING THE DEFENSE

Early in the HONR 498R or HONR 499R semester, schedule a time for your defense. First, meet with your chair to find a mutually agreeable list of days and times, then ask your committee what would fit in their schedules. You may want to send out a Doodle poll (at [doodle.com](#)) to come up with the defense time rather than exchange numerous emails. As the thesis defense gets closer, remind your committee of when and where your defense will be.

Remember to send your final defense copy to each committee member 1-2 weeks prior to the defense. Offer several different versions of your thesis (.docx, PDF, printed hard copy) and remember to request comments by a specific date from your committee; the additional critique will help your thesis be even better.

PARTS OF THE THESIS OR PROJECT

Regardless of variations in subject matter, the thesis or project includes a particular set of parts in an established order. The rest of this section elaborates on and illustrates those parts; examples are provided in Appendix B. Students working in disciplines that depart from these components should consult with the Honors Program Director and with their mentors in advance.

ABSTRACT

The abstract extracts the key points of the research or creative product, highlighting its purpose, methods, major aspects or findings, and substantive conclusions or results. It does not include figures, tables or citations. Do not exceed 250 words. Students working in the humanities or creative arts fields should consult with their chair for appropriate abstract format. The abstract is generally the last thing written, but it is not merely a rephrasing of the proposal. Your name must appear exactly on the abstract page as it does on the title and approval pages.

At the bottom of the abstract, skip a line, type the phase “Key Words:” and then list up to five key words, separated by commas, describing the main topics thesis or project. Also you’re your preferred, permanent e-mail address.

COPYRIGHT PAGE

This page is optional but recommended. The date indicated should be the date of the oral defense, as illustrated on page 25, Appendix B. The Honors Program does not claim copyright on Honors Program thesis or project projects. The inclusion of the thesis or project in the Digital Repository does not compromise copyright.

TITLE PAGE

The title page must exactly follow the example given in Appendix B. Do not underline or italicize the thesis or project title. Use the complete name of the degree. The presentation date is the date of the oral defense; the commencement date is the date in Spring of each year when official university ceremonies take place. For example, Commencement May 2019 for a degree awarded in Fall 2018 or Spring 2019.

Recall that your name must appear exactly on the title page as it does on the abstract and approval pages.

SIGNATURE PAGE

The signed approval page must exactly follow the example given in Appendix B. List the chair as “[Name of Faculty Member], [Name of Chair’s department]”. The signature line from Honors for the Thesis or Project should always read “[Name of Honors Director], Honors Program Director.”

The final version of the Signature Page must contain the Honors Program logo and all signatures. The logo is available on the sample Signature Page in Appendix B. It your

responsibility to obtain all signatures, although we can assist if you must leave the UVU area immediately following your graduation.

Signing your name constitutes consent to shelve the thesis or project for public reference in the Honors Program Office, and have it indexed in the Utah Valley University Library.

HINT: If you have reason to believe the committee may be willing to sign-off at the time of the oral defense, consider having the signature page ready on the archival paper. Getting signatures then may save legwork later on.

ACKNOWLEDGMENTS

Because research is a cooperative venture, it is appropriate to acknowledge others who have substantively supported or assisted the endeavor. At the least, acknowledgment is a professional courtesy in the world of research to those who have helped guide the thesis or project.

Although this page is optional, we recommend that students include it, thanking faculty and staff members who have mentored them, fellow students, relatives, and/or funding agencies. The exact content of the acknowledgment is flexible.

CONTRIBUTION OF CO-AUTHORS

This page is included only when a group project has formed the basis of any part of the individual written thesis or project. In some areas, like many scientific, technical, or business disciplines, group projects are common and perfectly acceptable to the Honors Program, provided the Honors Program student is integral and provides unique contributions necessary for a thesis or project.

TABLE OF CONTENTS

The main body of text, bibliography, appendix material (if any), and index (if any) must be included, with corresponding page numbers, in the table of contents. Pretext sections are not included.

List all main headings in the table of contents, and list subheadings when needed for clarity or to conform with the style common in the discipline. Whatever subheading levels chosen must be handled consistently for all sections.

Headings and subheadings must appear in the contents exactly as they appear in the main body of text.

HINT: Use the [Table of Contents tool in Microsoft Word](#). When you create headings, it will automatically create your Table of Contents and update the pagination as your document evolves.

If the thesis or project has one appendix, use only the word "Appendix" in the table of contents. If it has more than one, the plural is "Appendices," followed below by the heading for each.

LISTS OF FIGURES

If two or more figures or illustrations (or two or more tables) appear in the main body of text, include a list of figures after the Table of Contents. This list is the aggregate of all figure captions, each preceded by the figure number, e.g., Figure 1: Survey Data. Each must appear

in the List of Figures exactly as it appears in the text (same wording, spelling, punctuation, typeface, and point size).

If two or more figures appear in the appendix material, include a list of appendix figures. Format for appendix lists is the same as that for main-text lists.

DEDICATION

This optional page is used if you wishes to honor someone who has significantly influenced your life or career. Dedications are usually made to a relative or close friend, living or dead. They typically are quite short; for example, “This thesis or project is dedicated to the loving memory of my mother and father; thanks for the money.”

PREFACE

Students in the humanities or creative fields may use a preface to establish the context for their project.

THE MAIN BODY OF TEXT

The main body of text and its accompanying figures and tables should comprise the entire thesis or project. It should be paginated and use headers and/or footers for titles, etc., according to the discipline’s style guide.

The main text should be subdivided into major sections, likely mirroring the format of the outline.

BIBLIOGRAPHY

The bibliography (also called Works Cited, References) lists publication particulars about all work cited or consulted in the main body of text or appendices. Each citation must be accurate and complete enough for readers to find its source in ordinary library references. Unpublished sources must be clearly described with enough information (e.g., author’s name and email address) so that readers can trace and verify the source if necessary.

Style of bibliographic entries is determined by the discipline; consult committee members if in doubt. Consistency is the rule. In the professional literature of some disciplines, bibliographic entries are combined with traditional footnotes and listed as “endnotes.” If you use endnotes, you must use the standard style in the discipline.

APPENDIX OR APPENDICES

Lists of terms, definitions, questionnaires, surveys, and other supplemental information useful but not essential to the main body of text may be included in an appendix or appendices. This includes completed Institutional Review Board applications if used. If the thesis or project cannot stand on its own without this material, then the material is not an appendix and should be incorporated into the main text.

Insert a numbered page, with the word APPENDIX as its title after the last page of the bibliography and before the first page of actual appendix material. With several appendices, each must start on a new page. Appendices may be distinguished by letter or number, e.g., Appendix A.

STYLE REQUIREMENTS

LANGUAGE

The entire project must be written in English; some exceptions may be made for creative or technical projects that use a foreign language in some sections.

STYLE MANUALS

If your discipline has a style manual that may be at odds with any part of this guide, that manual will provide the standard. Refer to style manuals published by the professional association in the discipline or discuss particulars with the committee.

The following well-known style manuals are readily available at bookstores and libraries.

- *A Manual for Writers of Term Papers, Theses, and Dissertations*, Ed., Kate L. Turabian, University of Chicago Press.
- *MLA Handbook for Writers of Research Papers*, Ed., Joseph Gibaldi, Walter S. Achtert, The Modern Language Association of America.
- *Publication Manual of the American Psychological Association*, American Psychological Association.
- *Scientific Style and Format*, Council of Biology Editors, Inc.
- *The Chicago Manual of Style*, University of Chicago Press, Chicago.

FINAL COPIES

The last stage — the Honors Program (final) copy — is the defense draft revised according to the committee's recommendations following the defense and according to their comments. The two identical Honors Program copies must conform to all the requirements in this guide. Proofread it carefully.

Students will print two copies on special archive-quality paper obtained from the Honors Program. The Honors Program will send out the two copies to a commercial binding company. One copy is for you and one for the Program. Bound copies may be picked up once we notify you of their arrival, usually at the end of each summer.

MARGINS AND IMAGES

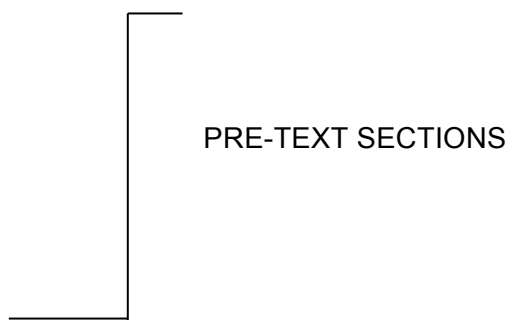
The following margin requirements apply to all pages of the entire document and are strictly enforced:

- Left-hand margin: 1.5 inches
- Top, right-hand, and bottom margins: 1 inch

Text should begin on the top margin. Do not justify the right-hand margin unless your discipline style guide requires it. Recall that as materials are bound, print appears on the right-hand page only

All images must be clear and straight with good print density (300 dpi minimum). They may be color or black and white. Please list each separate image as a Figure.

PARTS OF THE FINAL THESIS OR PROJECT IN REQUIRED ORDER



- FRONT FLYLEAF (BLANK PAGE)
- ABSTRACT
- COPYRIGHT PAGE (OPTIONAL)
- TITLE PAGE
- SIGNATURE PAGE
- ACKNOWLEDGMENTS (OPTIONAL)
- CONTRIBUTION OF CO-AUTHORS (OPTIONAL)
- TABLE OF CONTENTS
- LIST OF FIGURES (IF TWO OR MORE)
- LIST OF TABLES (IF TWO OR MORE)
- LIST OF APPENDICES (IF TWO OR MORE)
- LIST OF APPENDIX FIGURES (IF TWO OR MORE)
- LIST OF APPENDIX TABLES (IF TWO OR MORE)
- OTHER LISTS (DISKS, MAPS, ACRONYMS, SYMBOLS, IF ANY)
- DEDICATION (OPTIONAL)
- PREFACE (OPTIONAL)

- MAIN BODY OF TEXT WITH ALL TABLES, IMAGES, ETC.
- BIBLIOGRAPHY
- APPENDIX OR APPENDICES (IF ANY)
- BACK FLYLEAF (BLANK PAGE)

NOTE: REQUIRED SECTIONS LISTED IN BOLDFACE TYPE

PAGE NUMBERING

The main body of text, bibliography, and appendices (if any) are numbered with Arabic numerals and flush with the upper right-hand margin. Page numbering must be continuous. Although pretext pages are normally left unnumbered, the final version may opt to number those pages after the approval page and before the main body of text with lower case Roman numerals, beginning with "i."

HINT: Format all pretext pages in a separate document. Save and print it separately from the main body of the text and appendices to prevent struggling over the different pagination requirements.

SPACING

The abstract, acknowledgment, contribution of authors, dedication, preface, and main body of text must be double-spaced.

The bibliography, lists of figures and tables (main text and appendices), and other lists must be single spaced.

The table of contents, copyright, title, and approval pages should follow examples given in this guide.

The thesis or project title on the first page of the main body of text must be separated from the first chapter heading by three single spaces.

Figure and table captions must be single-spaced.

DIRECT QUOTATIONS

Direct quotations up through four lines are included as part of the text body and enclosed by quotation marks. Longer quotes are formatted as block quotations: indented and set off from the main flow of the text by an indent of 1” from the left margin. Include appropriate citation with all quoted material.

TIPS FOR WRITING SUCCESS**COOL-DOWN**

As you finish writing parts of your thesis or project, shelve them—let them “cool”—for as long as practical. One day is a minimum; three or four days is ideal. Cool-down allows you to mentally disengage from the composing stage of writing and transition to the editing stage—the stage in which you scrutinize and revise what you have composed. Gaining the perspective that cool-down affords helps you spot and correct faults in logic or flow and trim unnecessary words. The more times you can set your writing aside to cool, the better the finished project. Multiple edits are entirely normal.

READ ALOUD

Reading drafts aloud to yourself is one of the best ways to find confusing language, missing words, or problems with flow, coherence, logic, or other matters.

PROOFREADING

Errors can and do creep into drafts at every stage and after every round of keyboarding. Careful proofreading for accuracy and consistency is essential. Do not ask your mentor or committee to do the kind of basic editing that is more properly your responsibility.

Scrutinize text by placing a ruler under each line of a printed draft; this will slow you down and allow you to focus on each line. You will be able to more readily locate errors in content, words or whole lines inadvertently dropped, and format inconsistencies. Remember also to proofread figures and tables, as well as lists of figures and tables, and to cross-check illustrations and lists against the main body of text for consistency and completeness

Do not try to proof for everything at once. Instead, proof in several rounds—for example, one round for accuracy of content, another for text fluidity and continuity, yet another for format consistency.

For best results, proofread from a printed copy when you are fresh. If you proof when tired, you will miss a lot. You may find it helpful to have a friend or colleague also proofread your material.

WRITING RESOURCES

Remember that you are surrounded by people—your peers and your mentors, not to mention the Honors Director, who have written or are writing theses or completed major research projects or who have supervised them extensively. Talk with them; discuss problems you have encountered; form a writing group; confer with people (especially your chair) who contribute to the scholarly literature or artistic productions. Your fellow writers and artists are both a resource and an ideal support group. Every faculty member is familiar with scholarly publications or

artistic presentations in a given field; talk with them about proper voice and style. Scholarly standards are living things and are constantly changing.

UVU has a Graduate Writing Center that you should visit; it is most suitable for students completing undergraduate thesis or project work. Major research universities also maintain excellent online writing center websites that may be helpful to you. Two favorite ones include:

- [The University of North Carolina at Chapel Hill](#)
- [Purdue University Online Writing Lab](#)

APPENDIX A: Special Guidelines for a Creative Thesis or Project

Prospectus (A creative proposal)

The prospectus is the document that establishes your intentions for your thesis or project and makes a strong case for why your project should constitute an Honors accomplishment. The idea for the thesis or project sometimes grows out of work you do in one of your classes, such as an upper-level poetry, dance, or illustration course. If so, the prospectus should show how the thesis will build significantly on that work. Furthermore, a creative thesis or project must be situated within a scholarly framework; the creator needs to situate their work within the creative context to meet the expectations of the Honors designation.

The prospectus for the creative thesis or project should contain the following elements:

- **Purpose:** a statement of your purpose in completing the project..
- **Content:** what is your subject matter? What is the artistic significance of that subject matter? To which culture(s) or audience, specifically, are you directing your work? What issues do you hope to address? What is innovative about your work?
- **Genre:** in what genre will you be working? Why is this genre appropriate for your subject matter?

- **Formal organization:** what specific formal artistic strategies will you be employing, and why are these strategies useful for this specific content and genre?

You may decide to give one of these three components special, extended attention. If you are planning a selection of poems, for instance, your purpose might be to explore the limits of a particular form. If you are planning a choreographed piece of ballet, your purpose might be to experiment with two or three specific dance forms or devices. In other words, simply stating that your purpose in writing the thesis is to further develop your writing abilities or choreography skills would be insufficient.

Background and Significance: an explanation of the context and issues central to your project. This might include a brief discussion of the genre with which you are dealing (watercolor, digital illustration, modern dance, sonnet, science fiction, etc.), a technique you hope to employ in a new or significant way (minimalism, stream of consciousness, etc.), or a theory (aesthetic, narrative, poetic, etc.). You will cite and engage with the work of respected scholars, art critics, and/or writers to develop the explanation of background and significance.

Methods and Procedures: In addition to the research required to develop a thorough understanding of the context and issues central to your project, this includes any research required for the development of the content of your creative project. For instance, if you are writing a chapter for a novella about cowboys in the late 1800s, and you are focusing on the use of dialogue in the American Western, you may need to do additional research on dialects specific to a particular region and time, the business of ranching and herding, etc.

If the content of the creative work does not require additional research, the bulk of the scholarly component may focus on pertinent issues of genre, technique, and/or theory as noted above, to be used in the introduction. So, to return to the example of a chapter for a novella about cowboys, if you already have a great deal of knowledge about regional dialects, the business of ranching, etc., then most of your research would go towards a discussion of the history of the genre (the American Western), common techniques used for handling dialogue by notable writers of the genre, useful observations by scholars of the genre, and your own preferences in this regard. In short, you are to demonstrate a keen sense of how your creative work fits within related artistic categories.

Bibliography: a listing of sources already found to be relevant to the project in correct citation format. Typically, these are the works by writers, critics, theorists, and scholars mentioned in above.

Qualifications of the Artist: a statement of your qualification to complete a creative thesis or project. How long and how intensively have you been practicing this craft? What creative instruction and experience have you had? What have you published or performed and in what venues?

Time Line: a detailed schedule for completion of the various aspects of the project. Estimate when you will start and complete the introduction, the creative portions, the conclusion and the bibliography. Noting target dates for meeting with your advisor for discussion of each is also useful. The time line demonstrates that your project can be completed and defended by the deadlines required for timely graduation.

Final Creative Product

The creative output is highly individualized, but all creative projects must still submit a written context, as detailed here, formatted and printed with as much formality as possible, although typically shorter (10-12 pages).

Although the creative product (stories, dance piece, paintings, sculptures) will constitute the bulk of your work, it should be discussed in the same scholarly terms set up in your prospectus. Be attentive to the critical and evaluative components.

If it is a visual arts product, please provide high-quality images. If it is a performance piece, please arrange for still photography of some sections, perhaps 8-10 high-quality photos of the performance, design, or other product.

The discussion should briefly review the genesis of your project and include one of the following: (1) a final analysis of what you learned, as a result of developing the creative work, with respect to the particular focus outlined in your introduction, or (2) further insights that emerged as a result of thinking about your creative work in relation to larger issues. In either case, you should also detail what further work you might do to make your piece ready eventually for local, regional, or national publication or presentation. (Publication is not required for a successful thesis and defense.)

The Bibliography is a complete list of the sources used in the development of the final, complete version of your thesis or project

APPENDIX B: Sample Pages with Formatting

Sample Abstract Page

AN ABSTRACT OF THE THESIS OR PROJECT OF

Jane Q. Student for the degree of Honors Baccalaureate of Science in Electrical Engineering presented on April 22, 2019.

Title: Decline of Electric Eels' Electricity in Northwest City Zoos.

Chair: Yasmin Mohammed

Abstract Body:

Key Words:

Corresponding e-mail address:

©Copyright by Jane Q. Student April 22, 2019

All Rights Reserved

Sample Title Page

TITLE (ALL CAPS AND DOUBLE SPACED)

By

FULL LEGAL NAME (ALL CAPS, MIDDLE NAME INCLUDED)

(insert triple space)

A PROJECT/A THESIS (choose one)

Submitted to Utah Valley University Honors Program

(insert triple space)

In partial fulfillment of the requirements for the degree of

(insert triple space)

Honors Baccalaureate of (name appropriate degree) in (Discipline or Department)

(insert triple space)

Presented (date of oral defense)

Commencement Date (Semester and year of official graduation)

Title Page Example

IMMIGRATION, MIGRATION, AND FAMILY FOLKLORE OF JAMES ALEXANDER ECCLES
AND HIS DESCENDANTS

by

JANE QUINCEY ADAMS

A THESIS

Submitted to Utah Valley University Honors Program

In partial fulfillment of the requirements for the degree of

Honors Baccalaureate of Science in History

Presented April 22, 2013
Commencement May 2013

Signature Page Formatting



TITLE (ALL CAPS AND DOUBLE SPACED)

By

FULL LEGAL NAME (ALL CAPS, MIDDLE NAME INCLUDED)

Undergraduate Honors Thesis/ Undergraduate Honors Project (*choose one*)
presented in partial fulfillment of the requirements
for earning the distinction of

Honors Program Graduate

Utah Valley University, Orem, Utah

Official Graduation Date (Example: May 2019 or December 2020)

Approved by:

Kate McPherson, PhD, Honors Program Director

Honors Thesis/Project Chair Name and Degree, Department

Second Committee Member Name and Degree, Department

Third Reader Name and Degree (if any; otherwise delete this line), Department

I understand that my project will become part of the permanent collection of the Utah Valley University Honors Program. My signature below authorizes release of my project to any reader upon request.

Jane Q. Adams, Author

Copyright Form



Honors Program Thesis or Project Copyright Release Form

I hereby give permission for the Honors Program to release this Honors Thesis or project in one or more electronic forms. I grant the right to publish my thesis or project / my abstract (**choose one**) entitled,

(enter full title of thesis or project)

The right extends to any format in which this publication may appear, including but not limited to print and electronic formats. Electronic formats include but are not limited to various computer platforms, application data formats, and subsets of this publication.

I, as the Author, retain all other rights to my thesis or project, including the right to republish my thesis or project all or part in other publications.

I certify that all aspects of my thesis or project that may be derivative, have been properly cited, and I have not plagiarized anyone else's work. I further certify that I have proper permission to use any cited work included in my thesis or project that exceeds the Fair Use Clause of the United States Copyright Law, such as graphs or photographs borrowed from other articles or persons.

Signature:

Printed

Name:

Date:
