

# About This Handbook

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Several years ago the Honors Program recognized the need for a handbook to guide honors students through the senior honors project. This newly revised project handbook provides current guidelines for initiating, continuing and completing a senior honors project.

The *Honors Program Project Handbook* presents the policies and procedures governing the senior honors project. It also illustrates those matters of format which must be consistent regardless of the discipline in which a student works. The handbook, however, must be supplemented by a current style manual appropriate for the student's discipline and by the guidance of the project adviser. In those matters in which the guidelines of this handbook and those of a particular discipline are in conflict, the *Honors Program Project Handbook* takes precedence.

Copies of the *Honors Program Project Handbook* will be provided to juniors planning to propose a senior honors project and to project advisers. A final check sheet for students is included in the handbook; separate check sheets will be provided to project advisers and readers. Handbooks should be brought to every group or individual meeting, workshop or advising session. Further clarification of handbook material may be necessary by memo from the Honors Program Office.

**Attention to the details of this handbook, frequent communication with the student's Project Advisory Committee and the Honors Program staff and regular reading of mail sent to honors project students through campus or local mail will improve the quality of the senior honors project experience and final document.**

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James Madison University  
Harrisonburg, Virginia

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# The Opportunity

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Academic departments offer students in any major or program the opportunity to pursue independent research leading to the completion of a senior honors project during the final year of undergraduate study. For honors scholars and subject-area honors students, the senior honors project is the culmination of the honors experience. For many other students, it is their entry into the Honors Program.

The senior honors project gives students who evidence initiative, originality, intellectual maturity and a desire to commit themselves to genuine scholarship an opportunity to synthesize information they have learned in courses with their independent investigation and thought on a topic of their choice. The project should be grounded in the student's academic major but may cross disciplines to incorporate other interests and experiences. As students who have been through this challenging program attest, the senior honors project is one of the most satisfying and rewarding educational experiences of their undergraduate career. It prepares students for graduate or professional study and provides a significant career credential.

The senior honors project will normally produce a thesis reflecting substantial scholarship. The completed thesis will demonstrate students' writing skills: the accuracy of language usage and the clarity of concepts presented, as well as the organization and development of ideas. It will also demonstrate how well students apply the research skills appropriate to their discipline. It will go beyond a review of what others have said and done to include the students' own critical and creative thought. In some fields, such as business, education or technology, the project may take the form of providing a solution to a problem. In still other fields, the primary outcome may be a creative work that demonstrates imagination and originality in addition to craftsmanship and professionalism in production.

Although the senior honors project is one of the most valuable educational experiences offered at JMU, students should be aware of the demands of such an undertaking. Successful completion of a quality project requires a significant expenditure of time and resources.

Students who complete the senior honors project with a grade of *B* or better graduate *with distinction*. Each student's name, the title of the project and the name of the adviser will be printed in a special section of the commencement program. The designation *with distinction* will appear on the diploma.

# Governing Principles

Students planning to complete a senior honors project must adhere to the following established principles:

- ! Students will have a cumulative grade point average of at least 3.25 **before** presenting a senior honors project proposal for approval by the Honors Program. They will maintain a cumulative GPA of at least 3.25 throughout their senior year.
- ! Students will present their proposals to the Honors Program for approval in their **junior year** (no later than the third semester prior to graduation). Proposal **deadlines** are November 10 for fall semester and April 1 for spring semester.
- ! Each student will complete the project under the guidance of a faculty adviser in a one-to-one mentoring relationship. Two additional faculty members will serve as readers to complete the student's Project Advisory Committee.
- ! The final document will conform in all respects to the guidelines presented in this handbook.
- ! The final document will be presented to and accepted by the Honors Program **before** a student participates in a commencement exercise.
- ! The project will be completed in a three-semester sequence and will carry six hours of undergraduate credit.

# Application Procedures

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Honors scholars, subject-area honors students in good standing and other qualified students who want to complete a senior honors project should contact the Honors Program Office at the beginning of their junior year to secure an application, a copy of the *Honors Program Project Handbook* and information on scheduled orientation meetings (usually held in October and January).

Students identify a faculty adviser—someone with expertise in the field—to guide the project. In consultation with the adviser, they select two readers and develop a topic that can be properly narrowed for adequate coverage within the scope of an honors project. Then students apply for permission to undertake independent study for the senior honors project.

Application is made to the Honors Program through a student's major department, with the approval of the department head or school director and the dean of the college. Normally, students register in the fourth block of their junior year for the one-credit 499A (the first of a three-semester sequence of courses) in their major and submit their completed project proposals to the Honors Office no later than **April 1**. In some cases, however, students must begin the sequence earlier—students who are planning to graduate in December or to be away from campus for one of their last three semesters. These students register for 499A in the second block of their junior year and submit their completed proposals to the Honors Office no later than **November 10. (Students should not enroll in any part of the 499 sequence while participating in studies abroad, student teaching or a full-time off-campus internship.)** If the 499 listing for the major is not found in the *Schedule of Classes* or an index number is not listed, students should contact the appropriate department secretary or the Honors Office. University policies governing the timely adding and dropping of classes apply to all parts of the 499 sequence.

Students enrolled in 499A will complete and submit their project proposal and will review the appropriate literature as directed by the project adviser. The project adviser will assign a grade at the end of the eight weeks that reflects the progress made during this initial stage of the project.

**Acceptance for participation in the senior honors project is determined solely by the director of the Honors Program.** Letters indicating a proposal has been approved are sent to the student, project adviser, department head and dean of the college. Applications received after the stated deadline will be returned with the recommendation the project be completed as a Special Studies (490) project without honors credit.

# Choosing a Topic

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Students should choose a topic in their academic major for which they have a deep interest and an insatiable curiosity. The quest itself should be personally satisfying and enriching. Further, the topic should be of significance. As citizens of the world, students should leave the world a little better, a little more knowledgeable, a little richer for their considerable efforts.

Most projects tend to fall primarily into one of several general types, while often incorporating elements of the others. These general types include

**! Research**

In the research project, the student explores an idea, an issue, a problem or part of a problem that others have not examined before or have not addressed adequately, or approaches a familiar problem from a new perspective. The student begins by examining the record of what others have said and done; then, moves on to include the student's own critical thinking and creativity. In areas such as English, history and philosophy, the activity is largely extensive reading and writing. In the sciences and some social sciences, the student, grounded in the relevant literature, turns to the laboratory or to the human community where, through carefully structured experimentation, surveys, interviews or direct observation, data are collected for analysis and interpretation.

**! Creative**

The creative project, too, first requires a thorough grounding in the discipline. From there, students in such areas as art, creative writing, dance, media arts, music or theater may create an original work or works. The main work of the creative project may be formed in a medium other than writing, yet this project, in whatever tangible way it is represented, is accompanied by an essay or monograph in which the student examines the nature of the creative process and the significance of the created work.

**! Problem-Solving**

The problem-solving project is directed toward providing solutions with immediate practical applications. The student's research will include not only relevant literature but a thorough study of the needs of a particular individual or group. This project may develop and pilot a business plan, solve a problem of industry, produce educational materials, design a public awareness campaign or carry out an extensive study for a community client. Students in business, education, technology and human services are most likely to turn

to this type of project.



# **Project Advisory Committee**

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Honors project students have the rare opportunity of working in close association with professors who become their mentors. Students who submit a senior honors project proposal have a faculty adviser and two faculty readers with interest and expertise supportive of the undertaking. Each student is recommended by the faculty adviser who will direct the honors project and by two other faculty members who will help guide the project to completion. The department head and the dean of the college also recommend the applicant to the Honors Program director. The signatures of the adviser, readers, department head or school director and dean must appear on the completed proposal.

It is the responsibility of the student to keep all advisory committee members informed of the scope, methodology and progress of both the research and the project. The Honors Program recommends that students set up a regular meeting schedule with their faculty advisers and readers for continuing dialogue as the project advances. Though meeting frequency will vary with individuals and disciplines, generally students meet with their advisers at least eight times a semester, preferably weekly, and with their readers at least once a month. Some students like to meet occasionally with the entire committee together for the interaction such meetings afford.

It is important that these faculty members are adequately informed about a student's project and progress because they have the responsibility of judging the acceptability of the project from all standpoints, including accuracy, clarity, technical competence, originality and significance. Good communication from the beginning leads to a better project and averts unpleasant surprises at the end.

At the conclusion of the project, students submit three copies of the completed document with the required approval pages. The faculty adviser, two readers and the director of the Honors Program should sign **each** approval page in **black ink** to indicate the project has been approved. All members of a student's advisory committee must approve the project before the Honors Program approves it and awards graduation *with distinction*.

# Other Matters

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## **Library Privileges**

Project students who have difficulty securing necessary resources through the prevailing borrowing policies of Carrier Library, including Interlibrary Loan policies, should work with the Library liaison for their major or program. The liaison will determine if and when a policy override is justified and can grant that override. To identify the liaison in a particular field, students should consult the Carrier Library web site, <http://library.jmu.edu/library/services/liaison.htm>.

## **Human Subjects**

Before any research—including testing, surveys and interviews—involving human subjects is undertaken, JMU policy and the Code of Virginia require prior review by the Institutional Review Board on the Use of Human Subjects in Research in order to assure that the rights of subjects are maintained. To determine whether board review is required, students should examine carefully Policy 1104, found at <http://www.jmu.edu/JMUpolicy/1104.htm> for information and required forms. The current contact person is Dr. Janet Gloeckner, Health Sciences.

## **Funding Student Research**

Successful completion of a quality project requires significant expenditures. Ordinarily, students should anticipate and plan to meet the cost of quality paper, laser printing and photocopying—often around \$100—just as they would meet the cost of textbooks in regular classes.

Some projects, however, may require additional expenditures for research, including surveys, mailings, equipment and frequent travel to off-campus libraries. Such expenses may sometimes be funded through the students' major department. The university also offers a number of student research grants of up to \$100 to support students completing significant research. Make application to the Office of Sponsored Programs, Hillcrest 105. When these grants are exhausted, limited help is available by application to the director of the Honors Program.

# Completing the Course Work

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Students whose proposals have been approved for a senior honors project will register for 499B, a three-credit course in their major to be taken in the second semester of the project. This independent study includes the research and writing of the project. To insure the timely completion of the project, students should expect to complete in this course a draft of at least one chapter of the final document or major progress toward the completion of a creative project; to complete a full first draft is preferable. The project adviser will assign a grade at the end of this course that reflects the progress made during this stage.

Students then register for 499C, a two-credit course to be taken during the third and final semester of the project. During this independent study, students are expected to complete the writing, to make the necessary revisions after consultation with the faculty adviser and readers, and to prepare the final document for submission to the Honors Program. The faculty adviser, after conferring with the readers, will assign a grade for this course. Students must earn a grade of *B* or better on the entire project to graduate *with distinction*.

The nature of the research in some fields may demand a slightly varied procedure from that outlined above. In such cases procedures developed by the respective department will take precedence. Variations, in any event, are slight, and the basic principles set forth under **Governing Principles** (p. 3) are constant.

## Group Meetings and Workshops

Late in September, the Honors Program's class meeting for **seniors** focuses on the senior honors project. Seniors—honors students whose project proposals already have been approved—are asked to invite their faculty advisers to attend this project workshop with them. In this meeting, project requirements are reviewed and ample time is allowed for questions from students and faculty.

In February, **seniors** and their advisers are invited to attend a second workshop on preparing the final document. Basic principles are reviewed and students and advisers have ample opportunity to get answers to their questions concerning formatting and related issues.

No later than **March 1** (June 15, November 1), students must submit to the Honors Program in writing the **exact title** of their project as it should appear in the commencement program.

# **Preparing and Submitting Final Document**

The senior honors project culminates in a major document—in most cases, a thesis of several chapters, based on extensive research and accompanied by a substantial bibliography. Students who do creative projects will present the work itself (a text or script, score, charts etc.), a visual representation of the work (original photographs, slides, high quality laser printing, or videotapes) or an auditory representation (audio cassette or CD). A monograph or introduction of at least 10-15 pages and a full bibliography should be included.

Students must submit three copies of their project in archival form on white 20-pound paper—archival, permanent or acid free. Text must be clear, sharp and black—laser printer quality. It is usually more efficient to print only one final version of the paper and have additional copies made on a high quality photocopier. The second section of this handbook provides more particular directions for achieving the required format.

For style and documentation, students should follow consistently the most recent edition of the manual of style that is accepted in their discipline. Some of the most commonly used are the *MLA (Modern Language Association) Handbook for Writers of Research Papers*, Turabian's *A Manual for Writers*, the *Manual of the American Psychological Association (APA)*, the *American Institute of Physics Style Manual* and the *Accounting Review Style Manual*. **In those cases in which the guidelines of this handbook and those of a particular discipline are in conflict, the *Honors Program Project Handbook* takes precedence.** As the APA manual points out, students should remember that the senior honors project is not a short-lived "copy" manuscript prepared for journal editors or publishers and discarded once it is typeset. It is, instead, a long-lived "final" document that will reach a wide audience in the exact form prepared. It is, therefore, not only permissible but appropriate that the document conform to the guidelines of the Honors Program which alone grants final approval.

Students submit three copies of the completed project to the Honors Program director no later than three full weeks before graduation. (For the exact due date in any semester, contact the Honors Program Office.) While the final responsibility for judging the quality and content of the paper rests with the applicant's department, the Honors Program examines the document for form. If accepted, the Honors Program awards its author graduation *with distinction*.

The Honors Program forwards the three unbound copies of the project to Carrier Library for binding. Two bound copies are entered into the library's permanent collection; one bound copy is kept in the Honors Program Office.

# Outstanding Project Awards

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Annually, since 1986, the Shenandoah Association of Phi Beta Kappa has selected one senior honors project to receive the Phi Beta Kappa Outstanding Honors Project Award. Beginning in 1998, the JMU Chapter of the Honors Society of Phi Kappa Phi joined with the Shenandoah Association of Phi Beta Kappa to select a second honors project to receive the Phi Kappa Phi Outstanding Honors Project Award. These two annual awards are highly prized by honors students.

Each year a committee of faculty who hold membership in Phi Beta Kappa or in Phi Kappa Phi review and rate those projects nominated by individual departments as the most outstanding work from the department. Applying conventional academic standards of scholarship, the committee selects the two projects that are in its judgment the most outstanding of those submitted to receive the annual awards and informs the students, their project advisers and the Honors Program of its selections.

The name of the recipient of each award is announced at Commencement and engraved on a plaque that hangs in Hillcrest House. The recipients also receive monetary awards and, at the annual honors dinner, small plaques presented by the Honors Program.

# Preliminary Concerns

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## Word Processing

Because it is often difficult, sometimes impossible, to move from one computer platform to another, from one word processing software program to another or even from one version of a software program to another, you should decide early what hardware and what software program you will use—whether your own or those provided in a JMU microcomputing lab—and stick to that choice throughout the project. Be sure you have ready access to written documentation for the software program you choose. With so many word processing software programs available and upgrades appearing almost annually, it is impractical, if not impossible, to provide step-by-step directions in this manual. If you are not already familiar and comfortable with word processing and with the particular word processing program you will use for the final document, make developing computer skills a top priority.

The Honors Program Computer Lab in the basement of Hillcrest provides for honors students wordprocessing and graphic design software on PC and MAC computers equipped with ZIP drives, scanners, and a networked laser printer. Software documentation is available in the lab library. Lab hours are posted on the door. In addition, honors students may use any of JMU's public computing facilities. For information on location of labs, hours of availability and the hardware and software each offers, check the Computing Services web site at <http://www.jmu.edu/computing/labs/>.

Additional help is as close as the nearest telephone. The HelpDesk at 568-3555 will respond to your computing questions.

## Style Manual

You should be aware that there are different style manuals for each discipline. Consult your faculty adviser in selecting the appropriate style manual for the discipline. Common style manuals include the *MLA* (Modern Language Association) *Handbook for Writers of Research Papers*, Turabian's *A Manual for Writers*, the *Manual of the American Psychological Association* (APA), the *American Institute of Physics Style Manual* and the *Accounting Review Style Manual*. Consistency in style and documentation throughout the paper is important. Follow the manual appropriate to your discipline in matters of style and documentation. (Current copies of the first three titles are accessible in the Honors Computer Lab library.) Follow explicitly the instructions in this manual regarding format. **Should a conflict arise, the Honors Program Project Handbook takes precedence.** If you are planning to publish your work at some later time, expect to revise, edit and reformat your work for the different venue.

# Beginnings

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You will write and rewrite many drafts of several chapters before this project is complete. Organize your project by chapters or major sections and treat each chapter as a separate document or file. **Always** make a backup copy of your edited chapter to another disk. You should **always** have project chapters on at least two disks at all times. You may want to keep a copy of finished segments of work in a place apart from your own work station (perhaps in your project adviser's office). This simple precautionary step may save you much aggravation and extra work later.

## **Formatting the Chapter**

At the absolute top of the first page, format the document you will create following instructions for the word processing program of your choice:

### **!    Pagination in drafts**

Formatting pagination for your final document is absolutely **the last thing you should do** before printing your absolutely final version. If, for your own convenience, you wish to include pagination in working drafts, choose the simplest form that works for you and place it on the page wherever you like. (It will eventually have to be removed.) Because formatting pagination for the final document is fairly complicated and because any subsequent change to your text can force you first to remove existing pagination and then to begin the process again, delay is more efficient and less frustrating. Handouts providing step-by-step instructions for inserting required pagination using whatever word processing program is currently supported by JMU and installed on the Honors Lab computers will be available in the Honors Lab.

### **!    Set Margins**

Set the left margin at 1.5 inches. This allows space for binding.

Set the right margin at 1 inch. Set top and bottom margins at 1 inch. (The top or bottom margin may have to be adjusted to 1.5 inches later to accommodate page numbers. See page 20 and the appropriate Honors Computing Lab handout.)

### **!    Select Font**

Choose Courier (typed appearance) or an easy-to-read serif proportional font such as Times New Roman, CG Times or Century Schoolbook. Set size at 12 points. (If you will need to align lists or columns of numbers, choose Courier, a fixed-space font. Otherwise, follow your preference.)

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! **Set Alignment**

Align text LEFT only. This creates a ragged right margin that makes text much easier to read.

! **Set Spacing**

Set line spacing for single (1) spacing.

! **Turn Widow/Orphan Protection ON**

Widow/Orphan protection insures that no single line of a paragraph appears alone at either the bottom or top of the page.

! **Check Tab Stops**

Tab stops should be set for every .5 inch.

! **Type in Chapter Heading and Title**

Move the cursor to 2 inches from the top of the page. Center *Chapter One*. Double space and center your chapter title; then triple space.

When chapters are inappropriate to your discipline, omit *Chapter One*, type the appropriate heading (e.g. *Introduction* ), and triple space.

! **Reset Line Spacing**

Change from single to double (2) spacing.

! **Begin Typing Text**

Press TAB to indent for a paragraph. **Always** use the TAB key to begin a paragraph. **Do not** use the space bar to indent for a paragraph.

! Follow the above procedure as you begin each chapter or section.

**Caution:** Save your work frequently, as often as every ten or fifteen minutes. At the end of each work session, save your work on at least two different disks. Computers crash, servers go down without warning, power goes off, viruses appear and disks occasionally become corrupted for no discernible reason. **Protect your work.**



# Documentation

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To take the words, ideas or information of an author (individual or corporate) or speaker and pass them off as your own is plagiarism, an act both unethical and illegal; it is not tolerated in the academic community nor in society in general. Careful handling of sources and accurate and complete documentation, therefore, are both expected and demanded in academic writing.

The first step toward avoiding plagiarism is to take careful notes as you read or listen. Write down the author's or speaker's words exactly and enclose them in quotation marks, or express the author's or speaker's original ideas in your own words and sentence structure (paraphrase or summary). In either case, be careful to record all the information you will need to provide full documentation at a later date—author, title, date, page, and other relevant publication information.

You will sometimes have difficulty deciding what requires documentation and what does not. You do not need to document your own knowledge and ideas, nor do you need to document common knowledge. But what is common knowledge? Generally, you need not document something you can reasonably expect a well-educated person to know. (Consider carefully here your intended audience.) If, however, the information or idea is controversial, you should probably document it. If you know that **you** got the information or idea from another source, document it. When in doubt, document.

Whether you are quoting, paraphrasing or summarizing, **sources must be cited at the site of borrowing**, following the form prescribed by the style manual for your discipline (footnote or parenthetical reference). Merely including the source in your bibliography, references or works cited listing is not sufficient.

# Important Functions

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## Footnotes

Many word processing programs automatically place footnotes at the bottom of the page with relative ease. If your style manual requires notes, use footnotes, **not** endnotes. Consult your style manual for proper citation of sources in a footnote.

**Remember:** the first time a work is cited in a chapter there must be a full citation.

Be aware that many style manuals require citations different from traditional footnotes—usually parenthetical citations within the text. Consult your department and discipline's style manual for the proper citation of sources.

## Blocking Indented Quotations

Any direct quotation that is four or more lines long should become a block-indented quotation. Check your style manual to determine whether to use single or double spacing. (MLA requires double spacing; most other styles use single spacing.)

## Tables, Figures, Graphs and Other Illustrations

**Tables** are defined as tabulated numerical data. Charts, graphs, maps and illustrations of other kinds, including photographs, drawings and diagrams are grouped as **figures**.

**Tables** and **figures** should be placed as closely as possible after the first analysis of their contents or specifically referenced at that time as to their location in an **appendix**. The text and table or figure must be able to stand independent of each other in terms of explanation.

**Tables** and **figures** can be integrated into the text or placed in separate appendices. Many word processing packages allow you to integrate tables and figures into the text. Consult the software manual for specific instructions. Be sure to observe the margins prescribed for this project. If you need to include in an appendix a copy of an existing document whose margins do not conform, make a copy of the original document and reduce the size as needed using a photocopying machine. Any figures, drawing or photographs that cannot be so reduced should be identified as plates and submitted loose to be placed in a pocket inserted by the binder inside the back cover of the volume.

Consult the style manual of your discipline for the appropriate style for **tables** and **figures**.

All **photographs** must be originals for all copies of the project. Be sure to have multiple prints made well ahead of your deadline. They should be sized to fit within the margins prescribed for this document (6 x 8.5 inches or smaller).

**Photographs** should be dry mounted on the same paper used for the rest of the document. Use only dry, acid-free adhesive, available in most photography departments or frame shops. **Do not use** ordinary glue, tape or staples.

If you choose to use **scanned images**, scan and print at high resolution on 20-pound white acid-free, permanent paper specifically recommended for laser printing. For best reproduction of images, you will want to choose the smoothest paper available that meets color, weight, acid-free and permanence requirements. This should be exactly the same paper used for the rest of the document. Pages with scanned images should be printed individually for each copy of your document. **Do not submit** electronic **copies** of images in gray-scale or color. Gray-scale images can be printed on the Honors Lab laser printer. Full color images must be printed on a laser color printer. A list of accessible laser color printers is kept in the Honors Lab. Scanners for both MAC and IBM are available in the Honors Computer Lab, as are handouts for using the lab's graphics software.

If **videotape, audio cassette, computer diskette, compact disk or other discrete, non-paper material** is included with the project, be sure to submit three, one for each copy of your project, identical and properly labeled.

# Preparations for Printing

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Before you print your final copy

- ! Be sure you have finished revising and editing the text of all chapters or sections. Once you move on to the next step, formatting pagination, subsequent changes to the text can throw page numbering off completely and prove a challenge to correct.
- ! If to this point you have kept each chapter or section as a separate document, now is the time to bring the separate units together into a single final document. **To format pagination**, follow the step-by-step instructions provided as a handout and available in the Honors Computer Lab. Remember that text pages are numbered using Arabic numerals alone. The number appears bottom center on the first page of each chapter and upper right on all other pages of text. Be sure font face and size of page numbers are consistent with your text.
- ! Make sure *Chapter One* is 2 inches from the top of the page. Each chapter must begin with a two-inch top margin and the page number centered at the bottom.
- ! If you have appendices and/or a glossary of terms, these should follow your text and precede the bibliography/references/works cited. Remember to continue to center headings 2 inches from the top of the page, to center page numbers at the bottom of pages with headings and to place them at the upper right margin of pages without headings.
- ! Remember to **save often**. If your document length approaches half the disk space available to you, save the "new" document under a slightly different title on at least two disks. Then very carefully delete the earlier version. Though it requires great care to avoid deleting something you want to keep, this procedure will help you avoid a "disk full" error message and the possible loss of significant work. Using a ZIP disk will eliminate this problem. (Remember, all Honors Lab computers have ZIP drives.)

# **Bibliography/References/Works Cited**

Every project must include a significant listing of sources used in its creation. The name and form of the list may vary. Consult the style manual for your discipline.

Most style manuals call for entries to be entered with a hanging indent (second and subsequent lines indented .5 inch). Consult the style manual of your discipline to determine whether to double-space everything (MLA) or to single space each entry with double spacing between entries. To create your list of sources

- ! Set Spacing**  
Set line spacing for single (1) spacing.
- ! Turn Widow/Orphan Protection ON**  
Widow/Orphan protection insures that no single line of an entry appears alone at either the bottom or top of a page.
- ! Type in List Heading**  
Move the cursor to 2 inches from the top of the page. Center *Bibliography* (or *References* or *Works Cited*); then triple space.
- ! Reset Line Spacing**  
If your style manual requires that entries themselves be double-spaced, change from single to double (2) spacing.
- ! Set Hanging Indent**  
If your style manual requires hanging indent, set that option now. In Word '97/'98, hanging indent is a "special" setting under Format/Paragraph.
- ! Begin Typing Text**  
If your style manual requires that entries themselves be single-spaced, remember to double space between entries. If your entries themselves are double-spaced, do not add additional spacing between entries.

**!** When all entries are in and carefully checked, format pagination exactly as you did for the text—on pages with headings, the number goes bottom center; on all other pages, the number goes upper right. Pagination is continuous from the first page of the first chapter through the listing of sources with all end matter arranged in the order prescribed on the next page of this handbook.

# Arrangement of Contents

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1. *Approval Page* **Required.** Not numbered. See sample at the end of this manual.
2. *Title Page* **Required.** Not numbered, but considered as small Roman numeral i. See sample at the end of this manual.
3. *Copyright Page* (if desired) Counted, but not numbered.
4. *Dedication Page* (if desired) Small Roman numerals continuing, at bottom center of page.
5. *Table of Contents* **Required.** Small Roman numerals continuing, at bottom center of page. See sample at the end of this manual.
6. *List of Tables* (if five or more) Small Roman numerals continuing, at bottom center of page. If included, list in Table of Contents.
7. *List of Figures* (if five or more) Small Roman numerals continuing, at bottom center of page. If included, list in Table of Contents.
8. *List of Symbols* (if desired) Small Roman numerals continuing, at bottom center of page. If included, list in Table of Contents.
9. *Preface* (if desired) Small Roman numerals continuing, at bottom center of page. If included, list in Table of Contents.
10. *Acknowledgements* Though not required, academic honesty and integrity as well as simple courtesy call for some acknowledgement of the contributions others have made to the completion of the project. Humility and gratitude become the scholar. Small Roman numerals continuing, at bottom center of page. **Strongly recommended.**
11. *Abstract* (if required in your discipline) Small Roman numerals continuing, at bottom center of page. If included, list in Table of Contents.
12. *Introduction* (if desired) Small Roman numerals continuing, at bottom center of page when included in preliminary matters. If included, list in Table of Contents. (In some disciplines, an introduction may be treated as part of the text rather than included among preliminary matters.)
13. *Text* **Required.** Arabic numerals are used for all pages of text. Begin Arabic numbering with the first page of the first chapter and number consecutively throughout the remainder of the project. The number is placed at the bottom center of the first page of each chapter and flush with the top right margin for all other pages. See samples of a first and second page of text at the end of this manual.
14. *Reference Materials* (End Matters) Arabic numerals continuing, with the same numbering format as text:

Appendix/Appendices	If included, list in Table of Contents.
Glossary	If needed, list in Table of Contents.
Bibliography	<b>Required.</b> List in Table of Contents.
Index	If needed, list in Table of Contents.

# Preliminary Matters

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When all the chapters and bibliography have been put in final form, begin work on the preliminary matters. These include the Approval Page, Title Page, Table of Contents and Abstract (required in some disciplines, especially science or social science). If needed or desired, a Copyright Page, a Dedication Page, List of Tables, List of Figures, List of Symbols, Preface, Acknowledgements or Introduction can be added to this section.

Every page in the manuscript except the approval page must have a number assigned to it even though not every page has the number typed on it. Small Roman numerals are used for all pages in the preliminaries and Arabic numerals are used for all other pages of the project beginning with chapter one and numbering consecutively throughout the project.

## Approval Page

The purpose of the approval page is to document the fact that your project adviser, readers and Honors Program director certify the study satisfies the project requirement for the particular degree. The approval page must conform **exactly** with the sample provided at the end of this manual. The paper and the type style must be the same as that used in the rest of the project. No page number appears on the approval page, nor is the page counted in numbering subsequent pages of the document.

Each of the **three** copies of the project submitted to the Honors Program Office must have an approval page. The signatures on **all copies** must be **original** and in **black ink**. Photocopies of signatures will not be accepted. The number of signature lines must be the same as the number of committee members plus a line for the chairperson of the Honors Program Committee. There should be no typed names and no blank signature lines.

## Other Preliminary Pages

You may want to create a separate document file for your preliminary pages. Begin each different preliminary page the same way you have begun each chapter, centering the heading two inches from the top, triple spacing before entering text, and double-spacing all text.

## Title Page

Wording and format of the title page must be **exactly** as shown in the sample at the end of this manual. Only the **year** you are graduating is required for the date.



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### **Copyright Page**

“Copyright, a form of intellectual property law, protects original works of authorship. . . .Your work is under copyright protection the moment it is created and fixed in a tangible form . . .” (U. S. Copyright Office). However, if you expect to publish your project or simply want to reserve rights to your work, you may wish to file for copyright protection—for a fee of \$30—and include a copyright page. For additional information on copyright and necessary registration forms, visit the U.S. Copyright Office web site at <http://lcweb.loc.gov/copyright/>.

This page is optional.

### **Dedication Page**

This page is optional.

### **Table of Contents**

The table of contents is required. Create this page only when you are certain your text is in its final form and pagination is established. A sample table of contents is provided at the end of this manual. Follow the illustrated formatting exactly.

### **List of Tables, List of Figures and List of Symbols**

If you need to include one or more of these lists, create each on a separate page. Center the heading and enter information as you did in preparing your table of contents. Each of these you include should be listed in the Table of Contents.

### **Preface and Acknowledgements**

Each of these is optional; however, an Acknowledgements page is strongly recommended. Sometimes acknowledgements are combined with the preface. Otherwise, each should start on a separate page.

### **Abstract**

The abstract, required in some disciplines, is an essay-style summary of the significant contents of the text. It should be succinct (no more than 600 words) and carefully compiled. It should not have subdivisions. It will contain

- a short statement of the problem or area(s) of investigation,
- a brief discussion of methods and procedures used in gathering the data,
- a summary of the findings and
- recommendations or conclusions.

---

Begin the abstract on a separate page. If included, list in the Table of Contents.

### **Introduction**

If you choose to include a brief introduction (brief comment on motivation or methods), include it in your preliminary matters. Begin the introduction on a separate page and format the page as you have other preliminary pages. If included, list in the Table of Contents.

If your introduction will include substantial development of issues or background, make it part of your text and treat it as your first chapter.

### **Numbering for Preliminary Pages**

All preliminary pages except the approval page must be numbered using lower case Roman numerals centered at the bottom of the page. (The title page is considered number i, but the number is not shown. Nor is the number shown on a copyright page, if included.)

**Remember:** Go back and insert appropriate headings and page numbers in their appropriate order (see page 22) in the Table of Contents. **Save changes.**

# Printing the Final Document

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You will need access to a high quality printer, preferably a laser printer, for at least one to two hours. The Honors Computing Lab and many of the public microcomputer labs on campus have laser printers available to students.

## Paper

Use at least 20-pound bond. All pages—including the approval page; pages containing charts, graphs, maps, etc. and pages on which original photographs are mounted—must be identical in size (8.5 x 11 inches), weight, color and texture throughout all copies of your document. The paper must be pure **white**. No other color is acceptable.

## Copies

Submit **three** unbound copies of the project to the Honors Program Office by the established deadline for the semester in which you are to complete the project. All three copies should be professionally photocopied on approved paper described above. (You may want to print a single copy—your copy—on standard copy paper and then have that copy professionally photocopied—three copies—for submission.) Each copy of each page containing a colored image must be individually printed on a laser color printer, not photocopied. Remember to secure **original signatures** on **each** copy of your approval page.

The three copies must be submitted with the approval pages containing original signatures of your project committee, each in black ink, and a line for the signature of the Chairperson of the Honors Committee. The approval page cannot be photocopied after the signatures are obtained. These three unbound copies should be submitted **in a box or boxes** to protect the edges of the paper. After the winner of the Phi Beta Kappa and Phi Kappa Phi awards have been selected and the director of the Honors Program has signed each approval page, the three copies will be forwarded to the library for final approval of the project from all standpoints, including neatness and mechanical considerations.

The copies are then bound and distributed. One copy of the honors project is housed in the Honors Program office; the other two copies remain in the library where they are incorporated into the permanent collection.

You will **not** receive a copy of your project. Information on local binding of additional copies for your personal use may be obtained from the Honors Program office or the yellow pages of the Harrisonburg telephone directory.

# Deadlines

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You should be aware of all relevant deadlines.

**Submission of Proposal**

November 10

April 1

**Submission of Exact Title**

November 1

March 1

June 15

**Submission of Project** (approximate dates)

Fall - Tuesday before Thanksgiving

Spring - Second Friday in April

Summer - First Friday in July

**Exact** dates will vary from year to year.

**You and you alone are responsible for knowing and for meeting all deadlines on time.**

The Honors Program will **not** award *graduation with distinction* to any student whose project is not submitted by the established deadline.

**All requirements** for honors scholars, subject-area honors students or senior honors project students must be met **before** the student participates in a commencement program.

# Notes

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# Sample Approval Page

(Begin 2 inches from top of page) (or other department)  
**Accepted by the faculty of the Department of History, James Madison University, in partial  
fulfillment of the requirements for the Degree of Bachelor of Arts.**  
(or other degree)

(ENTER 7 times)

(4 TABs right) **FACULTY COMMITTEE:** (then ENTER 3 times)

(4 TABs right)

---

**Faculty Project Adviser**

(ENTER 4 times)

(4 TABs right)

(ENTER 5 times)

(4 TABs right)

(ENTER 5 times)

(4 TABs right)

---

**Chairperson, Honors Committee**

# Sample Title Page

(Begin 2 inches from top of page; center each line)

**Title Centered Between Margins**

(double space)

**Title can be one line long**

(double space)

**or two or three lines long**

(triple space)

(Center a 2-inch line)

---

(triple space)

**A Project**

(double space)

**Presented to**

(double space)

**the Faculty of the Undergraduate College of**

(double space)

**Arts and Letters**

(or other college)

(double space)

**James Madison University**

(triple space)

(Center a 2-inch line)

---

(triple space)

**In Partial Fulfillment**

(double space)

**of the Requirements for the Degree**

(double space)

**Bachelor of Arts**

(or other degree)

(triple space)

(Center a 2-inch line)

---

(triple space)

**by**

(double space)

**Your Full Name Here**

(double space)

**year**

# Sample Table of Contents Page

(Begin 2 inches from top of page)

## Table of Contents

	<b>Preface</b>	<b>iv</b>
<b>1</b>	<b>Name of Chapter One here</b>	<b>1</b>
<b>2</b>	<b>Name of Chapter Two here</b>	<b>25</b>
<b>3</b>	<b>Name of Chapter Three here</b>	<b>50</b>
<b>4</b>	<b>Name of Chapter Four here</b>	<b>75</b>
<b>5</b>	<b>Name of Chapter Five here</b>	<b>100</b>
	<b>Appendix A</b>	<b>122</b>
	<b>Bibliography</b>	<b>125</b>

### Note:

When chapters are inappropriate to your discipline, omit numbers as shown on the left above and type all labels (e.g., *Preface*, *Introduction*, *Review of Literature*) flush left.

Similarly, when chapters are inappropriate to your discipline, omit *Chapter One* as shown on the sample page to the right, type the appropriate heading e.g. *Introduction* ), triple space, set double spacing and begin entering text..



# Sample First Pages of Chapter

(Begin 2 inches from top of page)

## Chapter One

### The American Character in the Epic Tradition

In his second volume of Democracy in America, Alexis de Toqueville writes that Americans "have no need of drawing philosophical methods out of books; they have found it in themselves" (4-5). This discovery of a new foundation for tradition in the spirit of the individual emerges as a recurring theme in American philosophy, social thought, and literature. Dependent on the idea of "pioneerism"—the act of voluntarily severing cultural and traditional umbilical cords—the American character rises in a truly (though inaccurately determined) "new world" of thought. Emerson identifies America's European inhabitants, after they assume the label "Americans," as poets: "The height, the deity of man," he writes, "is to be self-sustained, to need no gift, no foreign force" ("The Poet" 242). "It seems to me," Thomas Wolfe writes of his attempt to express this pioneerism, "that the task is one whose physical properties are vaster and more difficult here than in any other nation on earth" (Story of a Novel 92). Pioneerism became, in essence, the identity for the new American tradition.

Through characterization in Of Time and the River, Wolfe embraces this tradition as well as its inevitable

historical and cultural evolution. He creates characters who embody the spirit of the American tradition, new and old; in short, he defines nationalistic, epic characters such as Bascom, Starwick, and Joel who give voice to America through their individual lives, beliefs, and actions. These characters embody the crux of America's change in the 1930s; their depiction suggests that if the individual could not accept and understand his or her place in this change, then the tradition and culture would suffocate: "And when the poets die," Wolfe wrote, "the death of the nation is assured" (Letters 35). In Of Time and the River, these epic lives, Wolfe's "Poets" so to speak, are fundamental to his narrative conception of America. Through the characterization of Bascom, Joel, the Rhodes Scholars, and Starwick, Wolfe develops an epic interpretation of the evolution of the American consciousness and its relationship to tradition, as well as an explication of the European culture that opposes it.

Wolfe attains an epic definition of the American consciousness primarily through an exploration of two highly metaphorical characters: Bascom Pentland and Francis Starwick. Of the two, Bascom is more indicative of Wolfe's intent. He is Wolfe's vehicle for manifesting the pioneer vitality as expressed by Emerson, Whitman, and now Wolfe:

He was of that race of men who seem never to wear out, or to grow old, or to die: they live with almost undiminished vitality to great ages, and when they die they die suddenly. There is no slow wastage and decay because there is so little to waste or decay: their mummied and stringy flesh has the durability of granite. (Of Time 108)

**This portrayal of Bascom and, in effect, Wolfe's vision of the national spirit, characteristically negates the author's own sentiments about Europe as recorded in his travel notebooks. "[America's] culture was new and urbane," Wolfe wrote on his first visit to Europe in 1924 . . . .**

[Printed with permission from "Thomas Wolfe and the Myth of the American Epic" by Michael J. Everton, winner of the Phi Beta Kappa Award for Outstanding Honors Project, 1995.]

## Bibliography

(Begin 2 inches from top of page)

### Works Cited

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Dimock, Wai-chee. Empire for Liberty. Princeton: Princeton UP, 1989.

## Final Check Sheet

- \_\_\_\_\_ **Paper.** Pure white. 8.5 by 11 inches. At least 20-pound bond, acid-free and permanent. Consistent throughout all three copies.
- \_\_\_\_\_ **Type.** Laser quality. Twelve point Courier (typewritten appearance) or standard serif font such as New Times Roman, CG Times, or Century Schoolbook. Typeface is consistent throughout the project.
- \_\_\_\_\_ **Margins.** Left margin is 1.5 inches throughout. Right, top and bottom margins are 1 inch throughout—except as noted under **Chapter and Section Headings** below.
- \_\_\_\_\_ **Spacing.** Double space throughout.
- \_\_\_\_\_ **Approval Page.** Conforms **exactly** to the sample provided in this manual. All signatures on all three copies are **original** and in **black ink**.
- \_\_\_\_\_ **Title Page.** Conforms **exactly** to the sample provided in this manual.
- \_\_\_\_\_ **Arrangement of Parts.** Parts of each copy are arranged in the order indicated on page 22 of this manual.
- \_\_\_\_\_ **Pagination.** No page numbers appear on the approval, title and optional copyright pages. Page numbers as lower case Roman numerals appear bottom center of all other preliminary pages. (Approval page is not counted; title page and optional copyright page are counted but no number appears.) Beginning with 1 on the first page of text, pagination in Arabic numerals runs consecutively to the end of the entire document, including reference materials. Pagination appears bottom center on the first page of each chapter and on any page of reference material that contains a heading—e.g., *Bibliography*. Pagination appears at the upper right margin on all other pages of text and reference material.
- \_\_\_\_\_ **Consistency in References.** Page numbers listed in the table of contents accurately reflect pagination in the text. Within the text, references to tables, figures and other pages carry table, figure or page numbers that are consistent with the document in its final form.
- \_\_\_\_\_ **Chapter and Section Headings.** Headings of individual parts of the complete document (such as *Preface*, *Chapter One* or *Bibliography*) are centered and placed 2 inches down from the top of the paper. Chapter titles are centered two lines below.
- \_\_\_\_\_ **Documentation.** All information, ideas, or phrasing taken from another source must be fully acknowledged by **both** citation within the text (footnote or intext reference) at the site of use **and** by full bibliographic listing of sources at the end of your document.
- \_\_\_\_\_ **Bibliography, References or Works Cited.** The listing is complete and conforms in every detail to the format prescribed by your style manual.