

SCC Honors Program Student Handbook

Mission Statement:

At Scott Community College, we value academic scholarship and excellence. Superior students are challenged, encouraged, and recognized through various activities in our Honors Program.

The Program is open to every student who qualifies and is interested in participating.

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What is the S.C.C. Honors Program?

The S.C.C. Honors Program seeks to add special challenges, encouragement, and recognition to the academic careers of our outstanding students. It is designed for those students who ask more of themselves, their instructors, and their education.

The Honors Program consists of four courses: a one-credit Honors Independent Study, a three-credit Honors Seminar, a one-credit Honors Service Learning Project, and either another Honors Seminar or Honors Independent Study. Honors Program participants can complete as much of the program as desired. Their achievements will be recognized on their transcripts and throughout the college community. The Honors Program is open to all eligible incoming or currently enrolled students, in both Arts and Sciences and Applied Technologies.

Who can participate?

Which Students?

1. Any current student at Scott who has completed at least 12 credit hours and who has received a cumulative G.P.A. of 3.5 or above in transfer level courses (above 100 level) is welcome to participate. It is preferred that students have completed at least English Composition I prior to taking an Honors course since each Honors course has a writing component.
2. Any new student at Scott who satisfies at least one of the following is also welcome to participate:
 - High school or college G.P.A. of 3.5 or above
 - ACT score of at least 25
 - SAT score of at least 1000
 - Prior participation in a high school TAG program

Each semester, new students as well as current S.C.C. students with a 3.5 cumulative G.P.A. are officially invited by mail to participate in the S.C.C. Honors Program. In addition, we encourage faculty members to invite those students displaying academic promise during the first few weeks of the semester to contact the Honors Coordinator.

Which Instructors?

1. Any full-time or adjunct faculty member at Scott Community College is encouraged to participate.
2. The participating instructor should be in a department related to the Honors Independent Study.
3. Instructors are also encouraged to develop Honors Contracts which are one-credit courses that they develop for students to pursue. Faculty members often have a passion beyond their typical teaching discipline that they would like to share with interested students.

If a student decides to participate, what is involved?

1. The student must contact one of the Honors Program Co-coordinator to have his/her eligibility checked. To make an appointment, the student should call Jan Weis, 441-4027 or Dr. Amy Foley, 441-4325; Dr. Brian Hilton 441-4034.
2. Students eligible for the S.C.C. Honors Program, with the help of the Honors Program Co- Coordinators, will register for the three-credit Honors Seminar, a one-credit Honors Independent Study or an Honors Service Learning Project. Note: Students may complete a maximum of two Honors Projects per semester.
3. Students enrolling in an Honors Independent Study, with the help of the Honors Coordinator, will find an appropriate instructor to mentor the course. Students enrolling for an Honors Service Learning Project, with the help of the Honors Service Learning Project Coordinator, will find an appropriate organization for the project.
4. Students in Honors Independent Study courses will discuss ideas with their perspective mentors as to how the minimum of 33 hours to complete the Honors Project will be spent. Students completing the 33 hours for the Honors Service Learning Project should follow the Guidelines for Service Learning Project Journals and Guidelines for Service Learning Project Reaction Papers (see appendix) as well as meet with their Service Learning Project Coordinator for advice and direction.
5. Students will complete the “Plan of Action” forms (see appendix), which include a description of what will be done for the project, how often the student and mentor will meet, and a timeline for completion of the agreed-upon work. Since all Honors Projects have a written component, the instructor and student should agree on what format (MLA, APA, etc) to use.
6. Next, the completing Honors Independent Studies and Honors Service Learning Projects students will give the “Plan of Action” forms to the mentor for approval and signature. The student, the instructor and the assigned proofreader should sign the form before it is given to the Honors Coordinator. Since the original form is given to the Honors Coordinator, the student and mentor should also keep copies.
7. The Honors Program Coordinator will give all of the “Plan of Action” forms to the SCC Honors Advisory Council for approval and signatures. If the “Plan of Action” is not approved at this point, a one-week rewrite period will be granted, and the new “Plan of Action” can be submitted to the committee for approval.
8. If the “Plan of Action” is approved, the student will spend 8-14 weeks and a minimum of 33 hours on the Honors Project, whether for the Honors Independent Study or for the Honors Service Learning Project. The student will meet with the instructor at least three times during the semester to check and discuss progress. (These dates are on the “Plan of Action” form.) The SCC Honors Advisory Council recommends that students and mentors meet more often than the required three times; weekly meetings are ideal.
9. Students choosing to complete academic research papers for their projects MUST meet at least once with the Writing Center to discuss the proper format to be followed before the paper is completed. The student, mentor and Writing Center representative must all agree on the most appropriate

format for the research paper. The SCC Honors Advisory Council recommends that this step be completed early in the project, preferably before the first progress report with the mentor.

10. All students are required to meet with library staff to learn components of library research that includes credible sources. This meeting should happen early in the semester and must include the mentor.
11. All Honors Projects will contain some element of written work. (See the guidelines for projects in the appendix.) Writing should be proofread by the instructor before it is proofread by a designated Honors Advisory Council proofreader. Students will have approximately one week from this final proofreading by an Honors Advisory Council member in which to revise the writing for the final version of the project. The mentor reads the final project before it is submitted to the Honors Advisory Council for approval.
12. Students will turn in completed projects to their mentor for evaluation.
 - a. The instructor will give the project a grade. **NO GRADE OF INCOMPLETE WILL BE GIVEN.** Grades for Honors projects will be “A,” “B,” or “F.”
 - b. The instructor will recommend whether or not the Honors Advisory Council should approve the project for Honors Credit and will indicate such on the Approval form (see appendix).
 - c. The instructor will submit the completed Honors Project and Honor Project Evaluation form to the Honors Coordinator for distribution to the Honors Advisory Council.
13. If the Honors Advisory Council approves the project, it will be bound and placed in the SCC Library, and it will count as one of the four courses required for the Honors program.
 - a. If the project is NOT approved, it will not be placed in the library, and it will NOT count as one of the four courses required for the Honors Program.
14. NOTE: Disapproval by the Honors Advisory Council does not affect the student’s grade for the course as determined by the instructor. The course will be changed from an Honors course to an independent study in the discipline.
15. If the Honors Advisory Council conditionally approves a project but wants the student to further revise or “clean it up” before having the project placed in the library, the student will have until the end of that semester to complete the designated corrections. If the student fails to meet the set deadline or does not make the recommended changes, that project will not be housed in the library, but the student will still receive Honors credit towards the required minimum four projects.
16. Upon completion of the SCC Honors Program—a minimum of four Honors courses including at least one Honors Seminar, one Honors Independent Study and one Honors Service Learning Project and the student’s choice of an additional Honors Seminar or Honors Independent Study—the student’s official transcript will contain the following statement: “This student has completed the Scott Community College Honors Program.”

If an instructor decides to participate, what is involved?

1. Meet with the student to discuss his or her ideas for the Honors Independent Study. The coursework should be student-initiated and mentor-supported.
2. Assist the student in obtaining relevant research and information regarding the topic. This includes a meeting including the student, mentor and library personnel to discuss research sources available in the library and discussion about credible sources and evaluating Web sources.
3. Serve as a guide to the student in the research process to facilitate critical thinking and a positive learning experience
4. Encourage the student to analyze the information found in an academic manner.
5. Approve or disapprove the student's "Plan of Action."
6. If the "Plan of Action" is approved, meet with the student at least three more times during the semester to check and discuss his or her progress. (These dates are on the "Plan of Action" form. Included in these meetings should be a time to proofread the student's project before the final draft is submitted to the committee.)
7. Assign a grade to the student's Honors Independent Study.
8. Give the coursework and Evaluation Form to the Honors Program Coordinator for the SCC Honors Advisory Council confirmation.
9. Keep a file on the student and his/her Honors work. The file should contain the following items:
 - a) A copy of the "Plan of Action" Form.
 - b) A concise record of meetings/correspondence/conversations between the student and the instructor concerning the student's coursework. (Write down what is agreed upon, concerns and suggestions, and the student's concerns and questions.)
 - c) A copy of the three progress reports sent to the coordinator.
10. If there is a problem, the student and/or instructor should see the Honors Program Coordinator.

What is an Honors Independent Study?

1. Honors Independent Studies are one-credit courses requiring a minimum of 33 hours of work to be completed in a period of 8 to 14 weeks. Grades will be given at the end of the semester.
2. Honors Independent Studies can be taken in any subject area offered at Scott Community College and will be recorded on the student's transcript as follows:
 - i. XXX927 Honors Independent Study – subject.
2. Independent Studies are approved by the Honors Advisory Council for publication, but the instructor gives the grade. Honors grades are A, B, or F.
3. Students may choose to pursue a topic using a Faculty Contract that a faculty member has developed specifically as an Honors Independent Study.
4. The topic of study for an Honors Independent Study should be initiated by the student and mentored by the faculty.
5. Honors Independent Studies should enhance the development of a student's critical thinking skills.
6. Honors Independent Studies may be interdisciplinary but will be listed on the transcript with only one subject.
7. Honors Independent Studies may include community components.

Note: Honors Independent Studies can NOT be pursued during the summer sessions.

Note: Academic research papers should follow established formats and documentation procedures as outlined and modeled in standard handbooks, e.g. St. Martin's Handbook, Holt Handbook, or Scott Foresman Handbook. If you or your student needs help, call the Honors coordinators to connect with an Honors Proofreader.

Past Honors Independent Studies:

(Note: From January 1997 to May 1998, Honors Independent Studies were called Honors Projects.)

- A 70-minute video of American Sign Language students signing children's stories and nursery rhymes was created by an Elementary Education major for her American Sign Language I class.
- A Calculus I student interviewed 19 people in the community asking them, "If I like math, what can I be when I grow up?" Their responses and sample math problems were compiled in a booklet and an 80-minute video.
- A Criminology student researched Murders in the Quad Cities over the last 15 years. Trends were discussed, and hypotheses as to gang involvement were made.
- An education major hosted the Read Across America event in conjunction with Dr. Seuss's Birthday. A local celebrity read his book and brought his pet pig for children from numerous day care centers to enjoy.
- A student hosted a Native American Powwow on the SCC campus bringing in Native American Dancers and storytellers to share her heritage and to raise funds and awareness for heating and cooking stoves for the Rosebud Reservation. Through her efforts 41 stoves were purchased. Indian tacos were served to raise money along with a raffle and free will donations.
- A nursing student created a brochure concerning Alzheimer's disease and places for those caring for patients with the disease to go for assistance in the Quad City area.
- An END student researched neurofeedback and ADHD. An in-depth research of current studies was completed with possible implications for neurofeedback uses.
- An Interior Design student created a PowerPoint Presentation and map showing different types of architectural designs found on structures in the Quad Cities.
- A Radiology student created a presentation that was given to the Radiology conference held in the Quad Cities where current radiologists received continuing education credits for his 2 hour presentation.
- A psychology student wrote a research paper discussing, the use of corporal punishment with children based on Biblical teachings.

(These projects and many more can be viewed in the S.C.C. Library.)

What is HUM 926: Honors Seminar?

The Honors Seminar is a three-credit humanities elective course that is open only to students eligible for or already part of the Honors Program. Each Honors Seminar provides students with learning opportunities beyond regular curricular offerings. The goal of the Honors Seminar is that students will be challenged to use critical and creative thinking processes.

The Honors Seminar changes topic, format, days and times each semester. Some past Honors seminars include

- The Biology of Cancer, Russ Dunn, Instructor. Students took an in depth look at the biology of cancer, various treatments, and causes of cancer.
- Sustainable Energy: Alternatives for the Future, Mark Aronson, Instructor. Students looked at wind, solar, bio-diesel fuel and other energy alternatives for our world. They calculated their carbon-footprint and made bio-diesel fuel.
- Diversity and Disability through Autobiographical Literature, Jan Weis, Instructor. Students explored the diverse nature of disabilities through stories written by persons with those disabilities. Disabilities explored included blind, deaf, ADHD, Asperger's Syndrome, and paraplegia. Guest speakers shared their own personal stories all within the backdrop of the Americans with Disabilities Act
- The Journey of Life, Choice or Destiny? Dr. Nnachi Umennachi, Instructor. Students explored well-known individuals' lives and their own lives to discuss if their histories had been determined by choice or destiny.
- Violence in Schools; The Lost Students. Dr. Lori Matthew, Instructor. Students explored the different incidences of violence in schools including Columbine, University of Northern Illinois and Virginia Tech. They discussed causes, repercussions, and possible solutions from a psychological and educational perspective.
- Community Leaders, Ruthann Gallagher, Instructor. Students met many prominent leaders in the Quad Cities both in the private and not-for-profit sector to learn about the traits and backgrounds of leaders in our community.
- Community Issues Colloquium, Dr. Dan Morgan, Instructor and Ruthann Gallagher, Instructor. Students discussed current community issues with guest speakers from around the QCA.
- Growing up Midwestern, Dr. Bill Roba, Instructor. Using local authors, students and the instructor examined what it means to be raised in the Midwest and the values instilled by the heritage of the Midwest.
- The German-American Experience, Dr. Bill Roba, Instructor. The experience of German-Americans was explored as it related to events pre and post WWI and WWII.
- Science as Medicine, in This and the Next Millennium, Dr Glenn Trafford, Instructor. Past, current and future issues surrounding medical advances were examined.

Several other Honors Seminar classes have been offered and more are being developed each year to cover a variety of interests.

What is Hum 924: Honors Service Learning Project?

The Honors Service Learning Project is a one-credit course requiring a minimum of 33 hours volunteer work for a not-for-profit organization related to their career choice during a period of 7 to 14 weeks. Grades are given at the end of the semester.

The Honors Service Learning Project is designed to give Honors students learning experiences related to their majors, but different from either internships or extra-curricular volunteer community service.

The major goals of the Honors Service Learning Project are that students:

- **Explore** their chosen majors by working at least 33 hours in a real-world setting.
- **Reflect** on their experienced both during the time of the project (through a journal shared with the coordinator) and at the completion of the project through an evaluation paper.

The organization for which the Service Learning Project is completed must be a not-for-profit, service or non-partisan aspect of government organization.

The Service Learning Project Coordinator will help students find an appropriate organization for the Project. The project is student initiated with the coordinator acting as a resource for finding appropriate organizations.

The Service Learning Project Coordinator will act as the Honors Program liaison or contact person for the organizations offering the Service Learning Project opportunity and will be in contact with the organization for reports about the student's progress and a final evaluation of the service by the student.

Examples of Past Honors Service Learning Projects include:

- Living Lands and Waters—clean up of river in Cedar Rapids after the flood
- Habitat for Humanity—built home for family
- Quad City Animal Welfare Center—assisted with surgeries, spaying and neutering animals
- Quad City Red Cross—learned procedures for disaster relief here and abroad
- Math Center, Scott Community College—math tutor
- Bettendorf School District—summer school program assistant
- Mississippi Valley Regional Blood Center—lab assistant
- Illinois Quad City Chamber of Commerce—clerical and other duties as assigned
- Big Brothers/Big Sisters—big brother to a second grader
- Midwest Writing Center—assisted with conference
- Mary of Humility Center a local Mental Health Organization—served in the free kitchen, painted apartments, worked in the community garden and where ever help was needed
- Davenport Public Library—worked in the Special Collections Department
- Davenport Domestic Violence Shelter—answered crisis lines and observed counseling sessions
- Quad Cities Symphony—planned, coordinated, and executed and evening food and wine event
- AIDS Project of the Quad Cities—educated teens about AIDS and HIV

These and many more projects can be viewed in the SCC Library

PROOFREADING

TO: Honors Program Students
FROM: Honors Advisory Council Proofreaders
RE: PROOFREADING HONORS PROJECTS

We are writing to you to congratulate you for participating in SCC's Honors Program; we consider you to be "cream of the crop" students. The purpose of this memo is to give you some pointers about what the Honors Advisory Council expects to see in your Honors projects submitted for our approval. Our goal is to have you present the college with the best possible Honors Projects.

We expect that you have become familiar with the handbook about the Honors Program and the kinds of projects you may complete. We expect that you understand all projects should contain a written component of some kind. But if you have any questions at all, please don't hesitate to contact any of us.

We are the proofreading subcommittee. This means that we review the written component of Honors Projects BEFORE they are submitted to the approval process. Your mentor should have given you a list of deadlines for this process, and you should have made arrangements to meet with your mentor regularly.

We expect that you will meet with your mentor numerous times throughout the semester before the deadline for submitting papers to the proofreaders. Your mentor should be giving you suggestions about the content and style of your writing. Also, your mentor should direct you to use the most appropriate documentation system for your paper [e.g., MLA, CBE, APA, Chicago Manual]—one that fits either your major's or course's discipline or the field of your research paper's topic. (You must specify this system to the Honors Advisory Council on the Plan of Action form.)

This means that we expect your mentor to have reviewed your written work and given advice about revising it BEFORE we as proofreaders see the product. We expect to view "final" draft quality.

We furthermore expect that you will have met with the Writing Center Director to have your papers reviewed BEFORE they are submitted to us as the Honors Advisory Council proofreaders--this deadline is on the Plan of Action form. Contact the Writing Center to make an appointment. We expect all Honors students to use Writing Center services as part of completing an Honors Project.

Please keep in mind that our markings as "proofreaders" are NOT final! We will make suggestions and markings for revision. But when the whole committee meets at the end of the semester, there may be suggestions made by the other members of the Honors Advisory Council that the proofreaders had overlooked. We expect you to understand that your writing and research are both processes, and that you may be asked to change something that we did not mark or was not discussed during the preliminary proofreading stage.

Given that all these expectations have been met, here is what we, as the proofreaders, will do.

We Will Mark

- Spelling errors;
- Punctuation errors;
- Grammar errors;
- Sentence structure errors;
- Capitalization errors;
- Questions about sources [i.e., correct documentation and citation];
- Inappropriate usage [i.e. diction/word choice];

- Questionable sentence structures [i.e. syntax];
- Questionable punctuation [we will suggest alternatives];
- Ineffective organization;
- Lack of development/support for main ideas;
- Inability to conform to the guidelines for the particular project.

We may also give comments at the end of your written component about weaknesses and/or strengths, if we think such comments necessary.

We are open to your suggestions. Our goal is to have students present the college with the best possible Honors Projects.

Format for Honors Projects

Honors Projects in a research paper format, a brochure or pamphlet format, or web pages that are submitted for binding after final Committee approval must include the following:

1. Two copies ready for binding, the last sheet of the paper is to be a blank sheet.
2. A title page utilizing either MLA or APA guidelines or guidelines appropriate to the discipline including:
 - a) the name of the research paper
 - b) The student's name
 - c) The mentor's name
 - d) The semester and year
3. A Works Cited or Reference page utilizing the appropriate format guidelines
4. If pictures are included in the project, they are to be presented as color copies rather than photographs.
5. The use of color in the projects adds to the overall appearance and is, therefore, encouraged, but not required.
6. The student is requested to provide a floppy disk, flash drive or CD of the project in addition to the final copies to the Committee.

Honors Projects presented in a video or film format must also include a short written component explaining the project. The written component that is submitted for binding after final Committee approval must include the following:

1. Two copies ready for binding; the last sheet of the paper is to be a blank sheet.
2. The title page utilizing either MLA or APA guidelines including:
 - a) The name of the research paper
 - b) The student's name
 - c) The mentor's name
 - d) The semester and year
3. A Works Cited or Reference page utilizing the appropriate format guidelines
4. If pictures are included in the written portion of the project, they are to be presented as color copies rather than photographs.
5. The use of color in the projects adds to the overall appearance and is encouraged but is not required.
6. The student is requested to provide a floppy disk, flash drive, or CD of the project in addition to the final copies to the Committee.
7. Copyright rules allow students to utilize clips to create a video collage as long as the clips are no longer than three minutes in length and the project includes multi-media presentation (i.e. a written component as well as the video component, and proper citation of sources).
8. Two copies of the finished film or video will be required. One will be placed in the library, the other stored with the original projects.

HONORS PROJECTS—RESEARCH PAPERS

Honors research papers, once approved by the Honors Advisory Council, will be bound and housed in the SCC Library and the Honors Room, thereby making the student a published author.

The following instructions assume the student has consulted with both the mentor and Writing Center faculty throughout the research and writing processes. Any source material used in the paper must be acknowledged according to a standard documentation system (usually decided by the field of research). MLA [Modern Language Association] is the “default” system when questions arise. Other citation and documentation formats include APA [American Psychological Association—used in the social sciences] and CBE [Council of Biology Editors—used for the biological sciences], Chicago Manual of Style [used for History], and AMA [American Medical Association]. It is recommended that students confer with mentors about the appropriate format, and that the student becomes familiar with the appropriate system by referring to the handbook used in the college’s English courses.

Kinds of Research Papers

The term “research paper” has many meanings, depending upon the discipline and the audience. In the sciences, a research paper means a report on the results of experiments, the experiments themselves being the “research.” In the humanities, however, the term “research paper” means an exploration of others’ work on a particular topic, with exploration leading to the researcher’s own interpretation or “thesis.” For literary research papers, analysis of literary texts is expected in addition to the synthesis and interpretation of others’ research. To be considered as an acceptable Honors research project, the paper must be a minimum of 10 pages.

The one kind of “research paper” that the Honors Advisory Council does **not** want to see is a **report** of previous findings just for the sake of exploration **without** the students’ own interpretation presented.

Here are some of the kinds of research papers students could consider:

1. In the social sciences, a report on the results of original experiments or surveys/interviews, *including*
 - a. A preface explaining the students’ interest in the topic and possible outcomes obtained through original research;
 - b. A review of the previous literature or research on the topic or issue;
 - c. A conclusion where the student provides a critical analysis or interpretation of the value of the research.

2. A scientific paper or poster describes an original research project in a format suitable for publication or public presentation and should include the following:
 - a. Title
 - b. Abstract – Briefly summarize the entire project.
 - c. Introduction – Present relevant prior research (including citations) and state the purpose of the current study.
 - d. Materials and Methods – Describe the materials and methods used in the current study.
 - e. Results – Present the results of the current study, using figures and tables when appropriate.
 - f. Discussion/Conclusion – Discuss the importance of new findings, describe any challenges or unexpected results encountered, and present relevant follow-up studies.
 - g. References – List appropriate citations.

3. An argument paper states a position, or thesis, on a topic or issue and uses credible sources to support the thesis. Evidence to forward the writer's claim(s) should incorporate logistical or statistical support, as well as other forms of support that may include personal experience, historical examples, individual narratives or anecdotes. In order to demonstrate credibility, outside sources should incorporate appropriately academic literature and the writer should seek to integrate and evaluate gathered research in an organized and clear manner in order to present a well-reasoned argument. In addition, writers of an argumentative essay should address and reasonably refute potential opposing viewpoints in order to successfully validate the thesis. Finally, while the conclusion of the essay may restate the thesis, or summarize other key points, the writer should be sure that the thesis and the conclusion do not simply restate positions of others, but rather contribute an original idea (or ideas) to the ongoing conversations about the issue(s) addressed in the essay.
4. A literary analysis paper examines literary texts (or another medium) closely to understand messages, interpret meanings, and appreciate writers'/artists' techniques. A literary analysis paper includes these key features: an arguable thesis, careful attention to the language of the text, attention to patterns or themes, an a clear interpretation that demonstrates the thesis using evidence from the text, outside sources and relative contextual evidence to explain how the language and patterns support the interpretation.
5. A problem-solving paper: explains a problem and gives a detailed plan for remediation of the problem. The paper describes the problem, provides arguments that show the need for solutions to the problem, explains the solution proposal and offers valid arguments that this is the best solution to the problem. It should also refute objections to the proposed solution. The paper should give a detailed plan exploring what needs to be done, how it needs to be done, why the solution will work, and why it is a feasible and reasonable cost-effective solution to the problem.
6. A synthesis and application paper presents the thesis or stand and purpose for exploring the topic within the text, summarizes and synthesizes the previous relevant research on the topic, and applies those stated theories to specific scenarios. A critical review of current research and an analysis of the students' perspectives and interpretation are necessary for this type of paper to be considered as an acceptable Honors Independent Study.

There are more kinds of acceptable research papers than are outlined above. The main point, however, is that Honors research papers must have a stated **purpose** and must exhibit academic rigor that goes beyond of the kind of essays or papers required in non-Honors coursework. In other words, the purpose in research should go beyond investigation of a topic merely for investigation sake.

Any Honors research paper automatically has an **audience** of the Honors Advisory Council, other students and appropriate discipline specific professionals. In addition, mentors or the Honors Advisory Council may ask the student to produce a research paper that is publishable for an audience of scholars in that field. Students automatically become published authors when the project has been accepted as a completed Honors Independent Study.

The Honors Advisory Council recommends that the student thoroughly discusses the project with the mentor so that the student can answer the following questions **before** writing the research paper:

- a. Objective: What is the question or problem or topic I wish to explore?
- b. Significance: What is my purpose in writing the paper exploring this?

- c. Evaluation: What is my own position about the topic I wish to pursue? What will be my original contribution to this subject?
- d. Methodology: How are you going to do the project?
- e. Audience: Who is my audience for this paper?
- f. Resources: Where will I find the resources needed and what documentation format is appropriate?
- g. Academic Rigor: How will the research paper go beyond the expectations for a standard paper in this course or discipline?
- h. What “**pre**-research” needs to be completed to ensure that the project is feasible? In other words, are there any permissions needed before the original research can be conducted, or is the topic one which is not suitable for a paper because there is no information available or because the topic is one that has been “researched to death”?

If the student becomes confused about the research paper project, the first step is to confer with the mentor. Other resources include the members of the Honors Advisory Council and the faculty in the Writing Center.

The most important idea to consider is that the Honors Advisory Council wants students to show academic excellence through projects – students are encouraged to ask for assistance whenever needed. These guidelines have been created to ensure that an Honors-quality research paper is produced.

Formatting the Final Draft

1. Provide a **title page** that includes:
 - a. the title of the paper
 - b. student’s name
 - c. mentor’s name
 - d. semester and year
2. Use the appropriate system’s guidelines for citing research sources throughout the paper.
3. Double-space the manuscript, indenting five spaces for new paragraphs. (**Note:** To increase the readability of the paper, include headings and page numbers.)
4. Follow the appropriate system’s formatting guidelines for setting margins; number all pages at top right **or** bottom center.
5. Label and title all visuals, citing sources in-text where appropriate.
6. Provide a **List of Works Cited**, **Bibliography** or **List of References** at the end of the paper, or footnotes within the paper, formatted according to the documentation system appropriate to the project’s discipline.

Submitting the Final Draft

1. Prepare two clean copies of the completed paper.
2. For copying and binding purposes,
 - a. Do **NOT** staple the pages
 - b. Make the last page of the research paper a blank sheet of paper.
3. If you include pictures in the project, they should be color copies rather than photographs. (**Note:** using color in projects adds to their overall appearance and is therefore encouraged, but not required. However, the students' work will be published so color copies are desired for a more professional appearance.)
4. Provide a disc or electronic copy of the project in addition to the two paper copies. **NOTE: We prefer that you provide your work in Microsoft WORD document format.)**
5. Abstract.

REV 5/16

HONORS PROJECTS—CREATIVE PROJECTS

Definition

These guidelines apply to original student projects that can include the following components: writing, painting/drawing, photography, sculpture, architecture, videotape, film, or other creative works. Because SCC Honors Projects are housed in the Library and Honors Room, any original creative project is automatically considered as one for public presentation. The narrative portion of the Creative Project will be bound and archived in the library; furthermore, the original work or digital copies of the work are desirable for archival purposes in the library.

Rationale for These Guidelines

Any creative project goes through a process before the completed project is presented to the public. The Honors Program, with its mission of furthering Honors students' critical thinking abilities, is just as concerned—if not most concerned—with students' ability to learn through the creative process as with the product itself.

Guidelines for Creative Projects

Any original creative project submitted for Honors credit must also be accompanied by a journal and narrative component that detail the process the student went through to complete the project. This process should be summarized in a written component accompanying the student's project.

Students are required to keep regular journal entries that mentors are allowed to read in their "raw" state in order to give advice about which portions should be included for the public record that becomes the narrative component of the project.

Guidelines for the Narrative Component of Creative Projects

Honors students completing an original creative project should submit to the Honors Advisory Council—written in such a way that it could also be read by the public at large—a narrative that includes the following:

- **Objective:** why the student is pursuing this creative project.
- **Methodology:** how the student is pursuing this project; in other words, how does the student understand and document creative influences.
- **Resources:** what resources the student has pursued in order to produce this project for a public audience (e.g., investigating copyright principles for reproduced materials; investigating printing/production costs; finding funding for equipment or technology; determining a process by which creative pieces best exemplify the purpose of the project, learning new software, etc.).
- **Significance:** how does the student hope the public will be changed by the viewing/sharing of this creative project, and what value is gained through this project.

- Evaluation: critical analysis/reflection of what the student learned through the creative process including how the student came to choose the particular works that are included in the project.

Most importantly, this narrative should include the following:

- The process that the student went through to produce the creative project.
- The documentation/reflection of the impact this process has made on the student while pursuing this project.

Of course, some of these categories may overlap; however, the student is required to keep a journal that addresses the above mentioned concepts. Mentors are required to review the journal before the student composes them into the process narrative for approval by the Honors Advisory Council. The written component must be of sufficient length to offer a critical analysis and reflection on the process. The written component is complementary to the creative project and should be a minimum of four pages in length.

Formatting the Final Draft

1. Provide a **title page** that includes:
 - the title of the paper
 - student's name
 - mentor's name
 - semester and year
2. Use the appropriate system's guidelines for citing research sources throughout the paper if needed.
3. Double-space the manuscript, indenting five spaces for new paragraphs. (**Note:** To increase the readability of the paper, include headings and page numbers.)
4. Follow the appropriate system's formatting guidelines for setting margins; number all pages at top right **or** bottom center.
5. Label and title all visuals, citing sources in-text where appropriate.
6. Provide a **List of Works Cited, Bibliography** or **List of References** at the end of the paper, or footnotes within the paper, formatted according to the documentation system appropriate to the project's discipline if needed.

Submitting the Final Draft

1. Prepare two clean copies of the completed paper.
2. For copying and binding purposes,
 - Do **NOT** staple the pages
 - Make the last page of the research paper a blank sheet of paper.
3. If you include pictures in the project, they should be color copies rather than photographs. (**Note:** using color in projects adds to their overall appearance and is therefore encouraged, but not required. However, the students' work will be published so color copies are desired for a more professional appearance.)
4. Provide a disc or electronic copy of the project in addition to the two paper copies. **NOTE: We prefer that you provide your work in Microsoft WORD document format.)**
5. Abstract.

REV 1/05

REV 6/09

REV 5/16

HONORS PROJECTS—WEB PAGES

Honors Projects resulting in the creation of a Web site or Web pages must also include a short written component (two to three pages) explaining the project. Once they have been approved by the Honors Advisory Council, these projects with their written components will be bound and housed in the SCC Library.

The following instructions assume that you have consulted with both your mentor and Writing Center faculty for help with formatting and proofreading the product of your project (Web pages or Web site) as well as the written component, and that you have investigated any possible rules regulating the copyright and posting of the Web pages you have created.

Formatting the Final Draft for the Written Component

1. Provide a title page that includes
 - a. The title of the project
 - b. Your name
 - c. Your mentor's name
 - d. The semester and year
2. Double-space the manuscript, indenting five spaces for new paragraphs. (NOTE: to increase the readability of your paper, you may want to include headings.)
3. Follow standard manuscript formatting guidelines for setting margins; number all pages at the top right or bottom center of the page.

For the Printout of the Web Pages

1. Provide at minimum:
 - a. a hard copy of the homepage
 - b. a hard copy of the main menu choices
2. Provide a hard copy of everything involved in creating this project and the results except all the links—showing one sample link should be sufficient unless your mentor specifies that you should include more.

Submitting the Final Project

1. Prepare two clean copies of both
 - a. The written component
 - b. The hard copy printout of the project
 - c. For copying and binding purposes, Do NOT staple the pages
2. Make the last page of the project a blank sheet of paper
3. Provide a diskette, USB drive or CD of the project in addition to the two paper copies (Note: It is preferred that you provide your work in Microsoft Word format.)

REV 1/05

REV 6/09

HONORS PROJECTS—VIDEOS OR FILMS

Honors Projects in these formats include a short written component (two or three pages) explaining the project. Once the project has been approved by the Honors Advisory Council, the projects with their written component will be housed in the SCC library.

The following instructions assume that you have consulted with both your mentor and the Writing Center faculty for help with formatting and proofreading the written component and citing sources if you use clips of others' work in your project.

Copyright rules allow students to use film or video clips to create a collage as long as the clips are no longer than three minutes in length, and the project includes multi-media presentation (i.e. a written component as well as the visual component) and proper citation of sources.

All persons who are filmed must be informed of the filming and sign consent forms indicating their willingness to participate in the film.

Formatting the Final Draft for the Written Component

1. Provide a title page that includes
 - a. The title of the project
 - b. Your name
 - c. Your mentor's name
 - d. The semester and year
2. Double-space the manuscript, indenting five spaces for new paragraphs. (NOTE: To increase the readability of your paper, you may want to include headings.)
3. Follow standard manuscript formatting guidelines for setting margins; number all pages at the top right or bottom center of the page.
4. Provide a List of Works Cited at the end of the written component if you used portions of others' work in your project.
5. Provide all consent forms as an Appendix at the end of the written component if your project includes filming people.

For the Film or Videotape Product

1. Make two copies of the original.
2. Label all films or tapes and their containers with your name and the title of the project.

Submitting the Final Project

1. Prepare two clean copies of the written component (including copies of the consent forms).
 - a. For copying and binding purposes Do NOT staple the pages.
 - b. Make the last page a blank sheet of paper.
2. Provide a diskette, USB drive or CD of the project in addition to the two paper copies. (NOTE: It is preferred that your work be submitted in a Microsoft Word format.)
3. If your project involves digital visuals, also provide a diskette, USB drive or CD of that work.
4. Provide two labeled copies of the finished film or videotape.

REV 11/99

REV 1/05

REV 06/09

Honors Service Learning Project Journal Guidelines

During your service project, you should keep a complete and up-to-date service project journal. The purpose of this journal is to help you think and reflect about your Honors Service Learning Project experience and to provide you with a framework for completing your Honors Service Learning Project Evaluation Paper. You will be using your Service Project Journal to record your reactions and responses on a regular basis.

Your journal entries will be read by your mentor for content and thoughtfulness, but not for grammar or spelling. Your journal may also be reviewed by the Honors Advisory Council.

Keeping an Honors Service Learning Project Journal

Begin your journal by "framing" it with an assessment that addresses your interest in your chosen project. Discuss your expectations, and what you hope to observe and learn during your experience. Include any career-related skills that you anticipate acquiring or observing. This is an appropriate time to mention any pitfalls or difficulties you might encounter. "Framing" your journal will help you focus your writings and is intended to assist you when you write the introduction to the Honors Service Learning Project Evaluation Paper.

The body of your journal is a personal account of your volunteer experience so it should reflect your observations, your joys, and your frustrations. The purpose of the journal is to offer you the opportunity to write down events, observations, and evaluations of the experience. You will use this information to form your Honors Service Learning Project Evaluation Paper that your mentor as well as the Honors Advisory Council read and approve. The introduction and conclusion of the journal may serve as starting points for the introduction and conclusion of the Honors Service Learning Project Evaluation Paper.

Writing a journal is a personal experience that can be accomplished in many ways. Below are a few suggestions offered by others who have written Service Project journals. You may find a different method or a combination of these suggestions that works well for you. Remember that you are free to customize these suggestions to fit the service project and your own personal style.

- Explain an important concept you learned or a process that you observed during your visit. It may be valuable to explain why this concept or process is important. You may try explaining how this new knowledge will be helpful in your career or future.
- Write about personal associations that come to mind during your visit. Writing about associations may include reflections, reactions (good or bad), and evaluations. Explore your own feelings and try to explain your reactions. **Do not be afraid to express yourself!**
- Keep a list of topics as well as new vocabulary terms, jargon, or acronyms you encounter during your visit.
- Consider and discuss your daily learning experiences and how or whether they connect to your longer-range career goals.

Once you have completed your Honors Service Learning Project hours and the accompanying journal entries, evaluate your experience in a conclusion to your journal. Some issues to address in your conclusion may include your reaction to the volunteer experience. Was this a positive experience for you and would you consider more volunteer work in the future? Your conclusion will allow you to reflect on the entire experience and to determine if the experience met your initial expectations. It will also allow you to consider the value of the learning experience as it relates to your future goals. The conclusion to your journal can be used to outline the conclusion to your Honors Service Learning Project Evaluation Paper.

Remember: writing your journal is a personal experience designed to give you the opportunity to record your feelings and observations. Since you will use the journal to create the Honors Service Learning Project Evaluation Paper, the more complete your journal, the easier it will be to reflect upon your volunteer experience and provide supporting details for your paper.

Have fun with your Honors Service Learning Project, the journal, and the evaluation paper!

HONORS SERVICE LEARNING PROJECTS - EVALUATION PAPERS

Your Service Learning Project will be approved or disapproved for Honors credit on the basis of the Evaluation Paper—**not** by the journal you keep during the project. The journal should help you chart your own personal growth, and your faculty mentor will want to evaluate its quality, but the Honors Advisory Council will not see your journal, and it will not be archived, as the other Honors Projects are. Once your Service Learning Project has been completed and approved for Honors credit, it is your **Evaluation Paper** that will be bound and housed in the SCC Library. It is, therefore, very important that you follow these instructions for writing and formatting your Service Learning Project Evaluation paper.

The following instructions assume that you have consulted with both your mentor and assigned proofreader for help with formatting and proofreading your Evaluation Paper.

Writing the Evaluation Paper

You should use your Service Learning Project Journal entries to help you compose the Evaluation Paper. The purpose of the Evaluation Paper is to give you an opportunity to reflect on the information you collected in your journal, your experiences during the project, and what you have learned from the entire process—in other words, to analyze and evaluate the entire experience.

Because the Evaluation Paper will be read by someone who is not familiar with your project, you will need to provide a framework around your analysis. To do that, make sure that your paper has these three sections (which you may want to label accordingly): **introduction**, **analysis of the service itself**, and **conclusion** (*reactions that evaluate the experience*).

Following are items the Honors Advisory Council anticipates will be addressed in each section.

Introduction

Include the following in the introductory section:

- The name and address of the organization you worked for
- The types of work you were assigned to do
- An explanation of your interest in this particular project, including your expectations of the project
- How this project may relate to your major and career goals

Analysis of the Experience

Use your journal entries to help you describe and analyze your service learning project experience in as much detail as you can. Include specific examples you noted in your journal. You may use some of the following suggestions to help you analyze your experience:

- the kinds of activities involved in your service
- the kinds of skills involved
- new skills you learned
- professional contacts you made
- information about “workplace mindsets” you gained
- “wisdom” imparted from those you worked with related to your major or career goals
- how well all of the above met your expectations—were there any surprises?

Conclusion / Evaluation

Summarize your overall evaluation of the Service Learning project, giving specific examples with explanations.

Here are some suggestions that may aid you in writing the conclusion:

- How well were your expectations met about the service itself?
- What were your reactions to the volunteer experience--positive and not-so-positive?
- Were there events or tasks that did not work the way you expected?
- What did you learn from these problem situations?
- How would you change these situations if you had the opportunity to do so?
- How well were your expectations met about the entire process of the project and keeping a journal?
- What did you learn from the process?
- How will the project and the process help you in the future?
- What did you discover about yourself—your values, opinions, goals, perspectives, personality?

Formatting the Final Draft

1. Provide a **title page** that includes
 - a. The title of the project
 - b. Your name
 - c. Your mentor's name
 - d. The semester and year
2. Double-space the paper, indenting five spaces for new paragraphs. (**Note:** to increase the readability of your paper, you may want to include headings for sections.)
3. Follow standard manuscript formatting guidelines for setting margins.
4. Number all pages at top right or bottom center.

Submitting the Final Evaluation Paper

1. Prepare two clean copies.
2. Include a one paragraph abstract describing your project
3. For copying and binding purposes
 - a. Do **NOT** staple the pages.
 - b. Make the last page a blank sheet of paper.
5. Provide a diskette, USB drive or CD of the Evaluation paper in addition to the two copies. **NOTE: We prefer that you provide your work in a Microsoft WORD document format.**

Rev 06/09

Rev 10/17

Appendixes

Appendix A “Plans of Action”

Honors Independent Study “Plan of Action” Form

Honors Service Learning Project “Plan of Action” Form

Honors Independent Study “Plan of Action” Evaluation Form

Honors Independent “Rewrite Plan of Action” Form

SCC Honors Program Plan of Action for Independent Study

(Please attach this form with the proper signatures to the front of your project proposal.)

Term _____

Name _____ ID # _____

Phone number _____ Email _____

Address _____

Proofreader _____ Instructor _____

Title of your Honors Independent Study _____

Student Section

(Public presentation of your Honors Independent Study is discouraged until the completed project has met final approval by the SCC Honors Advisory Council. Public presentation of your Honors Independent Study does not imply acceptance by the SCC Honors Advisory Council and EICCD.)

I agree to the proposed Honors Independent Study and timeline. I agree to meet with the library staff to learn about research techniques.

Student signature and date

Instructor Section

- I approve the "Plan of Action" for the Honors Independent Study submitted by this student.
- I agree to meet with this student on a regular basis, to mentor this student, and to evaluate his/her Honors Independent Study for this class.
- I agree to meet with this student and the library personnel to discuss library research techniques, web sources and ways to evaluate those sources.
- I agree to submit three Progress Reports to the Honors Advisory Council regarding the student's project.
- I understand that I am a member of the Honors Advisory Council for the semester that I am a mentor and I agree to attend Honors Advisory Council meetings as a liaison between the committee and the student.

Instructor Signature and date

Proofreaders Section

I agree to meet with the student to discuss the format of the paper, to read the final draft of the paper and to make any suggestions or corrections that may be needed.

Proofreaders Signature and date

SCC Honors Advisory Council Section

The SCC Honors Advisory Council approves/disapproves this "Plan of Action." If disapproved, the written Plan of Action will be due to the Honors Coordinator by, _____

Date

SCC Honors Coordinator Signature and Date

SCC Honors Program “Plan of Action” Information Page

The “Plan of Action” will be your way of letting the mentor and the Honors Advisory Council know what you plan for your Honors Independent Study. It is important to remember that your mentor and the Honors Advisory Council will approve your proposal before you are allowed to work on your project. Because of this, it is important for you to be very detailed with your proposal. The Honors Advisory Council uses this proposal to determine whether or not to approve your independent study as an Honors project. The Honors Advisory Council also uses this proposal to determine if you completed what you proposed during the final approval process after you have completed the project. If the Honors Advisory Council does not approve your proposal, you will have one week to rewrite the plan; no further rewrites will be accepted.

Due to the Honors Coordinator, by noon Date to be determined

(Type your responses to the following questions. Please be certain that your name is included on each sheet; number your responses to the questions.)

1. Provide a specific description of your proposed Honors Independent Study. Include in this description why you are pursuing this topic/issue and what you hope to achieve at the end of the project. Also include what you expect the final form of the project to be, e.g. research paper (what type of research paper), video, Web page, creative project, etc. It is helpful to use these headings to organize your Plan of Action Proposal
 - a. Objective—What you want to do; what sort of project will this be...research, creative, etc.
 - b. Methodology—how you are going to do it
 - c. Significance—why this project has value
 - d. Evaluation—what you hope to gain from the experience
 - e. Resources—where you will find the resources, what documentation format will you use.
2. If your Honors Independent Study has a community component, who is your target audience and how will it serve them?
3. Describe the resources you will require and any problems you anticipate.
4. If you are writing an academic paper, what documentation format will you be using? Your mentor will help you decide what is appropriate for your subject matter. (MLA, APA, CBA...)

To help the Honors Advisory Council, please put your pages in the following order:

1. Cover page with student information and appropriate signatures
2. Responses to the above questions
3. Your timeline for the project

Note: the Honors Coordinator will keep the original “Plan of Action” so be sure to make copies for yourself and your mentor.

SCC Honors Program “Plan of Action” Timeline

You will be expected to show your progress with your Honors Independent Study by the dates listed for each of the following activities. Please type your responses to the following items:

Student Signature _____

Instructor Signature _____

1. Schedule a meeting with the mentor and the library staff to learn about ways to conduct research using databases and to learn how to determine if Web sites are credible sites. (Within 2 weeks of the approval date, include the date of the library meeting.) _____
2. Schedule a meeting with the mentor and your proofreader so that the proper formatting of written documents can be determined. (within 3 weeks of the approval date, include the date of the proofreading meeting.) _____
3. Describe in detail what will be completed on (DTBD) by the Honors Coordinator (1/4 of the way through the semester).
4. Describe in detail what will be completed on (DTBD) (1/2 of way through the semester).
5. Describe in detail what will be completed on (DTBD) (¾ of the way through the semester).
6. Before (DTBD) my final draft of written work will be given to my proofreader after it has been approved by the mentor. The proofreader will give it back to me by (DTBD.)
7. The completed Independent Study will be given to my mentor for evaluation on DTBD. The committee will evaluate the project on DTBD, and I will provide two clean copies to the committee by DTBD for publishing.

Rev 1/99; 12/1; 1/05; 6/09, 8/14, 1/17

SCC Honors Program Plan of Action for Honors Service Learning Project

(Please attach this form with the proper signatures to the front of your project proposal.)

Term _____

Name _____ ID # _____

Phone number _____ Email _____

Address _____

Proofreader _____ Instructor _____

Work site _____

Work site Address _____

Work site Phone number _____

Work site Supervisor/contact person _____

Title of your Honors Independent Study _____

Student Section

I agree to do the following:

1. Volunteer a minimum of 33 hours at the aforementioned work site
2. Keep a daily journal documenting my experiences at the work site
3. Write a 3-5 page Evaluation/reaction paper
4. Attend scheduled appointments with my mentor and the work site supervisor
5. Follow Honors Program Guidelines

Student signature and date

Instructor Section

I approve the "Plan of Action" for the Honors Service Learning Project submitted by this student.

I agree to do the following:

1. Help the student choose an appropriate work site
2. Meet with the student on a regular basis to discuss and evaluate the work site experience
3. Evaluate the student's daily journal and Evaluation/reaction paper
4. Communicate with the work site, obtain a work site evaluation
5. I agree to submit three Progress Reports to the Honors Advisory Council regarding the student's project.

Instructor signature and date

Proofreaders Section

I agree to meet with the student to discuss the format of the paper, to read the final draft of the paper and to make any suggestions or corrections that may be needed.

Proofreader's signature and date

SCC Honors Advisory Council Section

The SCC Honors Advisory Council approves/disapproves this "Plan of Action." If disapproved, the written Plan of Action will be due to the Honors Coordinator by

_____ date

SCC Honors Coordinator signature and date

SCC Honors Program “Plan of Action” Service Learning Project Information Page

The “Plan of Action” will be your way of letting the mentor and the Honors Advisory Council know what you plan for your Honors Service Learning Project. It is important to remember that your mentor and the Honors Advisory Council will approve your proposal before you are allowed to work on your project. Because of this, it is important for you to be very detailed with your proposal. The Honors Advisory Council uses this proposal to determine whether or not to approve your Service Project as an Honors project. The Honors Advisory Council also uses this proposal to determine if you completed what you proposed during the final approval process after you have completed the project. If the Honors Advisory Council does not approve your proposal, you will have one week to rewrite the plan; no further rewrites will be accepted.

Due to your Honors mentor by noon on (dates to be determined each semester)

(Type your responses to the following questions. Please be certain that your name is included on each sheet; number your responses to the questions.)

1. Describe in detail why you have chosen your work site. Include how you think your experiences might relate to your major and/or career choice.
2. If you know, briefly describe what you will be doing at your chosen work site.

To help the Honors Advisory Council, please put your pages in the following order:

1. Cover page with student information and appropriate signatures
2. Responses to the above questions
3. Your timeline for the Honors Service Learning Project

Note: the Honors Coordinator will keep the original “Plan of Action” so be sure to make copies for yourself and your mentor.

Rev 1/99
Rev 12/01
Rev 1/05
Rev 10/17

SCC Honors Service Learning Project Timeline

Term _____

Student _____ Instructor _____

Fill out the following chart with your work schedule for your proposed work site:

You will be expected to show your progress with your Honors Project by the dates listed for #1, #2, and #3. Your instructor will then report to the Honors Advisory Council as to your progress.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total for the Week
Week 1								
Week 2								
Week 3								
Week 4								
Week 5								
Week 6								
Week 7								
Week 8								
Week 9								
Week 10								
Week 11								
Week 12								
Week 13								
Week 14								
Week 15								
Week 16								
TOTAL								

1. By dates to be determined, I will meet with my instructor to discuss my progress and journal entries.
2. By dates to be determined, I will meet with my instructor to discuss my progress and my journal entries.
3. By dates to be determined, I will meet with my instructor to discuss my journal entries and my reaction paper.
4. The completed coursework will be given to my instructor for evaluation on dates to be determined.

Honors Independent Study “Plan of Action” Evaluation Form

This form is used by the Honors Advisory Council while evaluating the “Plan of Action.” Please be as specific as possible when reading and evaluating the student’s “Plan of Action.” Attach this form to the “Plan of Action” with your comments so that the Honors Coordinator can convey your comments to the student and mentor as succinctly as possible.

Student: _____ Mentor: _____

_____ I approve this project. No changes are necessary.

_____ I conditionally approve this project. The following suggestions/comments/concerns should be addressed during completion of the project:

_____ I do not approve this project as it is currently written. The Plan of Action must be rewritten, incorporating the following changes:

SCC Honors Program Rewrite Plan of Action for Independent Study

(Please attach this form with the proper signatures to the front of your project rewrite.)

Term _____

Name _____ ID # _____

Phone number _____ E-mail _____

Address _____

Proofreader _____ Instructor _____

Title of your Honors Independent Study _____

Student Section

(Public presentation of your Honors Independent Study is discouraged until the completed project has met final approval by the SCC Honors Advisory Council. Public presentation of your Honors Independent Study does not imply acceptance by the SCC Honors Committee and EICCD.)

I agree to the proposed Honors Independent Study and timeline. I agree to meet with the library staff to learn about research techniques.

Student signature and date

Instructor Section

I approve the "Plan of Action" for the Honors Independent Study submitted by this student.

I agree to meet with this student on a regular basis, to mentor this student, and to evaluate his/her Honors Independent Study for this class.

I agree to meet with this student and the library personnel to discuss library research techniques, Web sources and ways to evaluate those sources.

I agree to submit three Progress Reports to the Honors Advisory Council regarding the student's project.

I understand that I am a member of the Honors Advisory Council for the semester that I am a mentor and I agree to attend Honors Advisory Council meetings as a liaison between the committee and the student.

Instructor signature and date

Proofreaders Section

I agree to meet with the student to discuss the format of the paper, to read the final draft of the paper, and to make any suggestions or corrections that may be needed.

Proofreader's signature and date

SCC Honors Advisory Council Section

The SCC Honors Advisory Council approves/disapproves this "Plan of Action." If disapproved, no further rewrites are available.

Date

S.C.C. Honors Program “Plan of Action” Rewrite Information Page

Term _____

The “Plan of Action” is your way of letting your instructor and the Honors Advisory Council know what you would like to do for your Honors Independent Study. It is important to remember that if your instructor and the Honors Advisory Council do not approve your rewrite proposal, the topic will no longer be eligible for Honors Independent Study consideration this semester. Because of this, it is important for you to pay close attention to the requirements of this rewrite. The Honors Advisory Council will only have this proposal to go by when determining whether or not to approve your topic. Please, note that if the Honors Advisory Council does not approve this second proposal; no further rewrites will be accepted.

Due to the Honors Coordinator, by noon Date to be determined

(Type your responses to the following questions. Please be certain that your name is included on each sheet; number your responses to the questions.)

1. Provide a specific description of your proposed Honors Independent Study. Include in this description why you are pursuing this topic/issue and what you hope to achieve at the end of the project. Also include what you expect the final form of the project to be, e.g. research paper (what type of research paper), video, Web page, creative project, etc. It is helpful to use these headings to organize your Plan of Action Proposal
 - a. Objective—What you want to do; what sort of project will this be...research, creative, etc.
 - b. Methodology—how you are going to do it
 - c. Significance—why this project has value
 - d. Evaluation—what you hope to gain from the experience
 - e. Resources—where you will find the resources, what documentation format will you use.
3. If the Honors Independent Study has a community component, who is the target audience and how will it serve them?
4. Describe the resources you will require and any problems you anticipate.
5. If you are writing an academic paper, what documentation format will you be using? Your mentor will help you decide what is appropriate for your subject matter. (MLA, APA, CBA...)

To help the Honors Advisory Council, please put your pages in the following order:

1. Cover page with student information and appropriate signatures
2. Responses to the above questions
3. Your timeline for the project

Note: the Honors Coordinator will keep the original “Plan of Action” so be sure to make copies for yourself and your mentor.

SCC Honors Program "Rewrite Plan of Action" Timeline

You will be expected to show your progress with your Honors Independent Study by the dates listed for each of the following activities. Please type your responses to the following items:

Student Signature _____

Instructor Signature _____

1. Schedule a meeting with the mentor and the library staff to learn about ways to conduct research using databases and to learn how to determine if Web sites are credible sites. (Within 2 weeks of the approval date, include the date of the library meeting.) _____
2. Schedule a meeting with the mentor and your proofreader so that the proper formatting of written documents can be determined. (within 3 weeks of the approval date, include the date of the proofreading meeting.) _____
3. Describe in detail what will be completed on (DTBD) by the Honors Coordinator (1/4 of the way through the semester).
4. Describe in detail what will be completed on (DTBD) 1/2 of way through the semester).
5. Describe in detail what will be completed on (DTBD) (¾ of the way through the semester).
6. Before (DTBD) my final draft of written work will be given to my proofreader after it has been approved by the mentor. The proofreader will give it back to me by (DTBD).
7. The completed Independent Study will be given to my mentor for evaluation on DTBD. The committee will evaluate the project on DTBD, and I will provide two clean copies to the committee by DTBD for publishing.

Rev 1/99; 12/1; 1/05; 6/09, 8/14