



INDIANA UNIVERSITY

Department of Speech, Language
and Hearing Sciences

Handbook

2023-2024



The purpose of this handbook is to provide students, faculty, and academic advisors with detailed information about the Speech, Language and Hearing Sciences Department Honors Program at Indiana University.

It is important that Honors students familiarize themselves with the policies, procedures, expectations, and deadlines of the Honors Program. Information contained in this handbook is subject to revisions; students should review the handbook each year.

If you have questions or need additional information, we invite you to contact us.

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INTRODUCTION

The goal of the Honors Program in the Department of Speech, Language and Hearing Sciences (SLHS) is to provide an enhanced and supportive learning environment for undergraduate students who demonstrate a high level of interest, initiative, and academic ability.

SLHS students who participate in the Honors Program seek to deepen their understanding of the field of communication sciences and its disorders by engaging in independent scholarly and scientific research. Those who graduate with Departmental Honors participate in a culminating academic experience by writing a thesis under the guidance of a faculty advisor. That process is well captured in the quoted paragraphs below:

“Writing the honors thesis is arguably the most rewarding undertaking of a student’s undergraduate educational experience, the capstone for honors work as well as undergraduate studies. A thesis or creative project in a discipline introduces students to the world of scholarship and professional activity in a way that no single course, either semester-long or even year-long can. In-depth work -- whether a laboratory experiment, as it might be in the sciences; hands-on research or experience, as it might be in the social sciences or pre-professional fields... means that students’ original ideas and critical thinking can lead them to new paths of knowledge and understanding...

For many students, the value of the thesis is located not just in the product, the thesis itself, but also in the thesis process. Many cherish the personal relationships they develop with their thesis advisors and appreciate the many ways, from conceptualizing and structuring thesis work to establishing interim goals and deadlines, that their faculty mentors helped them during the thesis process. Students typically discuss the ways in which their thesis work deepened and enriched their understanding of a specific topic, but they are equally outspoken about the personal value of the process; the ways their thesis work gave them an insight into their own abilities; how they learned to overcome obstacles, setbacks, and limited resources; the importance of time management; and the necessity for constantly honing their thinking and writing skills.”

Reference

Anderson, M., Lyons, K., & Weiner, N. (2014). *The Honors Thesis: A Handbook for Honors Directors, Deans, and Faculty Advisors*. pg. xi.

ADMISSION TO THE HONORS PROGRAM

The Honors Program in the Department of Speech, Language and Hearing Sciences is open to academically talented and motivated students who wish to engage in independent study and research under the close supervision of a faculty advisor. All juniors with an overall GPA of 3.5 or better are eligible for participation. Successful applicants are admitted to the program in the spring of their junior year.

Students with qualifying grade point averages are contacted by the SLHS academic advisor in the fall semester of their junior year. An informational meeting is held in late September-early October for students interested in learning more about the program.

Applications are submitted electronically to the Director of Undergraduate Studies. Honors application materials consist of four documents:

- A cover letter that provides a brief statement indicating why you want to do honors, what you hope to gain from it, who you are interested in working with and why
- A writing sample, preferably one in which literature has been cited
- A resume
- An unofficial copy of your academic transcript

Applicants are notified in late October-early November regarding the outcome of their application.

FAQs

Q: Can I be in the Honors Program if I want to study abroad in the spring of my junior year?

A: Yes! Honors students are encouraged to pursue overseas study opportunities. However, this option requires advanced planning and special approval in order to meet honors graduation requirements. If this is something you are interested in, be sure to discuss your plans with the Director of Undergraduate Studies and your faculty honors advisor. We will work with you to determine alternative coursework and requirements you can satisfy while you are abroad.

Q: Can I be in the Honors Program if I haven't taken a research methods course?

Yes, although it is strongly recommended that students interested in the Honors Program take SLHS -S311, Introduction to Research Methods, prior to admission to the program. Preference will be given to applicants who have completed or who are enrolled in the course at the time of their application. Students may also enroll in PSY-P211 to complete the research methods course requirement.

Q: Can I fulfill the Intensive Writing requirement by being in the Honors Program?

A: Yes! Students who complete an honors thesis in the Natural/Mathematical Sciences at Indiana University can satisfy the requirements for Intensive Writing by composing at least 5,000 words of original work, not counting references (approximately 20-25 typed and double-spaced pages) and revising the paper in response to instructor feedback.

Q: Do I need to be in the Hutton Honors College to participate in the SLHS Honors Program?

A: No! The Hutton Honors College is the honors program of Indiana University and is separate from other departmental honors programs at IU. You do not have to be a part of the Hutton Honors College to be admitted into the SLHS Honors Program.

IDENTIFYING HONORS THESES ADVISORS

Students interested in pursuing an honors thesis must obtain the support of a tenure-track faculty member who will oversee the project. Typically, students find an advisor by asking a faculty member if he or she is available to work with them on their thesis topic. The faculty member may be someone who you are already working with in a lab, someone you had a class with, or someone with expertise in your field of interest. A good faculty advisor is very important to a successful research experience. You will want to find a “good match” with someone you can talk to/work with over the next several semesters.

Below is the list of tenure-track faculty in the Department of Speech, Language and Hearing Sciences.

SPEECH SCIENCES

Dr. Julie Anderson

Dr. Tessa Bent

Dr. Steven Lulich

Dr. Rita Patel

LANGUAGE SCIENCES

Dr. Raquel Anderson

Dr. Lisa Gershkoff

Dr. Ishanti Gangopadhyay

Dr. Brielle Stark

HEARING SCIENCES

Dr. Jennifer Lentz

Dr. William Shofner

Dr. Gavin Bidelman

THE ROLE OF THE HONORS THESIS ADVISOR

It is important that students understand the responsibilities of the honors thesis advisor, but it is even more important to remember that each student is responsible for the timely and successful completion of his or her own senior thesis. It is this independence and commitment that separates thesis work from normal coursework.

The honors thesis advisor agrees to:

- Work with the student to refine and focus the student's interests into a suitable thesis.
- Provide clear expectations for the thesis/project, addressing length, assessment, and other aspects germane to scholarship in the SLHS discipline.
- Meet with the student regularly throughout the duration of the project to provide direction, support and encouragement.
- Read and comment on drafts of the thesis as it develops.
- Sign off on the final draft of the thesis.

KEYS TO SUCCESS

It is strongly recommend that you read one or more journal articles authored by the faculty, or papers related to your research interests, so you have an idea of the type of research he or she does. This will also show the faculty member that you are committed and highly motivated to become involved in research with him or her.

Ask questions during your meeting and be an active listener. If you decide to work with this faculty member, be sure that you are aware of his or her expectations as well as communicate your own.

Finally, meet regularly with your faculty mentor throughout the research and writing process, to ensure that you're staying on track.

WHAT IS AN HONORS THESIS?

An honors thesis is a piece of written work that presents a particular argument, hypothesis, or creative idea using the tools of one's major discipline. It is a more substantial piece of work in terms of effort and length than a typical in-course research paper. What distinguishes an honors thesis from a research paper is the necessity for the student to go beyond what others have written and to think critically, incorporate his or her own ideas, and reflect on the topic in his or her own way. Students must venture outside of the classroom and assume the responsibilities associated with a commitment to independent scholarship. The completion of an honors thesis means that you have entered the world of serious academics.

SOME SAMPLE HONORS THESES TITLES FROM RECENT YEARS

Short-term and Working Memory Assessment for People with Aphasia: An International Study of Clinicians and Researchers

Perceived Nasality in Teenagers with Autism Spectrum Disorder

Tip-of-the-Tongue in Spanish-English Bilingual and Monolingual Children

Categorization of Regional, International, and Nonnative Accents

Disfluency Types, Speech-Language Abilities, and Emotional Reactivity in Developmental Stuttering

Kinematic Differences of Glottal Area in Inhalation vs. Exhalation Phonation Using High-Speed Videoendoscopy

English Tense Markers and Language Measures Across Different Language Samples of Dual Language Learner Children

An Investigation of Outer Hair Cell Automatic Gain Control

Tinnitus Perspective: Finding Objective Spectra Using Pitch Rating Methods

BENEFITS OF THE HONORS THESIS PROCESS

Deciding to undertake the thesis process is a commitment to a significant amount of work, but there are important benefits to consider:

- Being one of a select group of students graduating from Indiana University. Typically less than 10% of graduating seniors in SLHS each year complete a degree with honors.
- An opportunity to explore, research, and create something that particularly interests you.
- A strong sense of accomplishment on having completed a major, independent research project.
- Gaining/honing a particular knowledge and/or skill set.
- Confidence in your public presentation and speaking abilities.
- Developing a close working relationship with a faculty mentor.
- Demonstration of academic motivation and intellectual specialization through a well-written document to showcase to graduate programs or employers.
- Distinction of honors recorded on both your diploma and your transcript

HUMAN SUBJECTS REVIEW

University policy requires prior review by the Institutional Review Board (IRB) of all research involving the use of animal or human subjects to assure that the rights of the subjects are protected. This includes not only actual testing, but also written surveys and personal interviews. If a student's thesis project involves the use of animal or human subjects, the research must receive the approval of the Institutional Review Board prior to the student conducting his or her research. IUB's Office of Research Compliance oversees the University's review boards. If applicable, the student should discuss the IRB process with the primary advisor before submitting the thesis proposal.

HONORS PROGRAM DESCRIPTION

The honors program consists of the completion of three courses in Speech, Language and Hearing Sciences and an honors thesis with a faculty member. Students who complete honors and the three-course sequence receive credit for their intensive writing requirement. Honors research usually involves an experimental study that is presented in a formal, written document. The document includes a review of the literature and the details of the study, together with the results and discussion of the study. Students also present a poster of their honors project to the faculty at the end of spring semester of their senior year.

COURSEWORK

SLHS-S 398

This is a seminar offered in the spring semester of the junior year and is usually taught by the Director of Undergraduate Studies. The seminar is designed to develop skills in a number of areas, including reading and understanding research, writing a scientific report, and thinking critically about research design.

SLHS -S 399

Most of the work for this course is done under the direction of the student's mentor. It is during this semester that the student will develop the research project and work on the data collection process. Seminars meet to discuss students' status on their projects, guidance on writing the thesis, and research ethics.

SLHS -S 499

This is a continuation of the student's thesis work during the spring semester of the senior year. Class meetings provide opportunities for students to discuss their research progress and receive feedback on their writing.

HONORS PROGRAM LEARNING OUTCOMES

Students in the Honors Program will:

- Gain a deeper understanding of the enterprise of research
- Strengthen critical and analytical thinking
- Develop advanced written and oral communication skills
- Build effective leadership skills

For more information, see: <https://sphs.indiana.edu/undergraduate/honors.html>

REQUIREMENTS

Spring Semester of Junior Year: HONORS THESIS PROPOSAL

Once the honor thesis advisor is selected, the student will work in close consultation with the advisor to select a thesis topic. It is expected that students will be at varying starting points at this stage of the program. Accordingly, based on directions made by the thesis advisor, students will be required to develop EITHER a thesis proposal, which includes a statement of the general theme or topic, the goal(s) of the research activity, and the research methodology that will be used to complete the project OR a synopsis of a set of papers related to their advisor's work. Students should plan to submit this assignment no later than the end of their junior year. The thesis advisor may also decide upon other arrangements, as the situation warrants.

The purpose of the proposal is to serve as a guide and framework to which students can continually return as they focus and refine their research paper. The purpose of the synopsis is to direct students to relevant readings that will serve to inform them about their advisor's work. Both assignments will also help the thesis advisor guide the student to stay on track.

Fall Semester of Senior Year: PROGRESS REPORT

Students will prepare a 3-4 page description of the current state of the project, what has been accomplished, and what remains to be completed. The progress report should include (a) a brief description of the project, (b) descriptions of changes to the research plan, if any, as well as the rationale for such changes, (c) an indication of which aspects of the project have been completed (e.g., IRB approval, stimulus creation/coding, data collection, etc.) and which aspects of the project remain, and (d) a brief summary of preliminary data, if available.

In addition, students will prepare an annotated bibliography of primary and secondary source material on the student's topic (about 10-12), derived from intensive independent research and from consultation with the thesis advisor. List sources with full bibliographical data and provide a sentence or two after each work describing what the work contains and how the student believes it will be important in his or her research. This bibliography is provisional and will no doubt expand as the thesis develops.

Spring Semester of Senior Year: FINAL DRAFT OF THESIS AND PRESENTATION OF YOUR RESEARCH

The Thesis

To be eligible for Intensive Writing credit, the written thesis should be approximately 20-25 pages in length, double-spaced, not including references. The thesis should follow the general format of a peer-reviewed publication. In most cases, this means adhering to APA style guidelines; however, students should consult their thesis advisor for specific style requirements.

At a minimum, the final draft should include four major sections: a Title Page, Abstract, Main Body, and References. The main body of the paper is further divided into four subsections: (1) an introduction that contains a clear hypothesis, research question, and/or thesis statement, and thorough literature review, (2) a method section that is sufficiently detailed to enable others to

replicate the study, (3) a results section, with figures, tables, if applicable, and (4) a discussion or conclusion section that considers the implications and limitations of the study.

Additional format requirements are found in Appendix A. A good online resource is found at: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Data Blitz

Also known as “lightning talks,” a data blitz is a series of very short presentations, given at a conference or similar event, delivered by several different people during a single session. Presenters are given 5 minutes during the data blitz oral session to introduce the data that they have collected and analyzed. The Honors Program data blitz occurs in March-April of the senior year. The presentation is open to all SLHS faculty and interested students.

For the data blitz, presenters will prepare no more than four PowerPoint slides:

1. The first slide contains the title, the name of the presenter, his or her mentor, and any acknowledgements or funding sources.
2. The second slide contains an overview of the background to the study and the key question/s being addressed.
3. The third slide contains brief information about the experimental design used to address the question.
4. The fourth slide contains ONE figure to convey a main finding. Presenters should not attempt to communicate all of their findings during the data blitz.

Poster Presentation

An important requirement of any research project is the dissemination of the knowledge that it produces to a larger audience. To achieve this goal, all Honors students participate in an Honors Program Research Symposium poster session during the last week of classes. For the Symposium, each student is required to create and present a poster that summarizes his or her research (see Appendix B for helpful hints for creating a poster). SLHS faculty members, students, friends, and family are invited to attend. Honors students are expected to describe and discuss their research with visitors who stop by. The Watson Award, named in honor of Dr. Charles Watson, Emeritus Professor of Speech, Language and Hearing Sciences, is given to the most outstanding poster, as voted by the faculty in attendance. The symposium usually takes place on the last Friday of the spring semester from 9:00 to 11:00 a.m.

HONOR CODE

The Honor Code is a set of standards that establish the expectations for academic integrity required of all IU students. When all members of the IU community respect and abide by the Honor Code, it establishes mutual trust among the faculty and students. The Honors student is expected to present his or her own work in accordance with University regulations, including knowing when and how to cite sources. Cheating, plagiarizing, or otherwise falsifying results of any submitted work, including drafts, is prohibited.

More information can be found at: *Code of Student Rights, Responsibilities, and Conduct*.

RECOMMENDED TIMELINE TOWARD COMPLETING THE HONORS THESIS

Select faculty advisor	End of fall semester of junior year
Select topic	Spring semester of junior year
Begin library research	End of spring semester of junior year
Prepare thesis proposal	
Obtain IRB approval	Start of fall semester of senior year
Begin thesis research	
Write first draft of Introduction	
Revise Introduction	Ongoing fall semester of senior year
Write first draft of Method	
Revise Method	
Submit progress report	End of fall semester of senior year
Write first draft of Results	Ongoing spring semester of senior year
Revise Results	
Write first draft of Discussion	
Revise Discussion	
Prepare data blitz presentation	March-April
Prepare Abstract, References	End of fall semester of senior year
Prepare final version of thesis	
Obtain advisor's signature on thesis	
Prepare poster	
Present poster	Last week of classes
Submit copy of thesis to advisor	No later than the last day of semester

FUNDING OPPORTUNITIES

UNDERGRADUATE RESEARCH GRANTS

Research grants of up to \$500 are available for undergraduate students working collaboratively with a SLHS faculty member on a research project. Honors students are encouraged to seek the financial assistance and support of the Undergraduate Research Grants Program for conducting your honors thesis project. A call for applications is sent to all faculty and SLHS students via email in early fall. The grant application requires a brief description of the proposed research, the significance of the project, the method or approach used to carry out the project, and a budget specifying how the grant funds will be used.

Funds are intended to cover costs related to conducting the student's original work, which may include equipment, materials and supplies, software, payment of participants, and travel and fees to academic conferences related to the student's project while still an undergraduate at IU. Other expenses may include poster boards and even binding for your final thesis.

For more information, see: <https://sphs.indiana.edu/undergraduate/research-grants/index.html>

HUTTON HONORS COLLEGE RESEARCH GRANTS

The Hutton Honors College at IU offers up to \$1,500 of funding to students with junior or senior class standing each fall, spring, and summer to support independent undergraduate research projects. Special priority is given to students with research proposals related to their Honors thesis. Grant awards can be used for research materials and expenses, including approved travel costs. Students do not have to be enrolled in the Hutton Honors College to be eligible to receive funding.

For more information, see: <https://hutton.indiana.edu/funding/grants/research-grant.html>

Another award is available to support students in their senior year who are writing an Honors thesis and who previously received a Hutton Honors College grant. Students from any discipline, department or school that offers an honors degree and requires an honors thesis or project may apply for up to \$750 for fall, spring, or summer.

For more information, see: <https://hutton.indiana.edu/funding/grants/hhc-thesis-award.html>

Appendix A: Guide for Honors Format

An honors thesis manuscript should replicate the appearance of professional writing in the discipline of Speech, Language and Hearing Sciences. Although the honors thesis can vary significantly from student to student, the following guidelines for APA formatting should be used, unless your thesis advisor indicates otherwise.

Fonts and font sizes

Honors theses must be double-spaced, printed in 11-point or greater font.

Serif fonts, such as Times New Roman or Garamond, are preferred because they are more easily readable, but Sans Serif fonts such as Arial are also accepted. The document should use only one style of font (exceptions will be made for graphs, charts, or pictures that are imported from programs that do not permit their own fonts to be altered).

Margins

Margins should be 1 ½ " on the left-hand side if planning to bind, and 1" on the other three sides.

Footnotes and references

Footnotes may be placed at the bottom of the page, at the end of the chapter in a senior thesis, or at the end of the entire document (check with your adviser for his/her preference). If you are using a bibliographic reference management program such as EndNote or RefWorks, any of several included styles may be used: your adviser's preference should be your guide.

Page Numbers

Excluding the title page, every page in the document, including those with tables and figures, should be counted. Use lower case Roman numerals for the front matter and Arabic numbers for the text. The text (or body) of the thesis must begin on page 1.

Acknowledgements

Acknowledgments are not a required component of an honors thesis. However, if you want to thank particular colleagues, faculty, participants, and advisers, here's the place to do it. You should include an acknowledgments page if you received a grant from the university or an outside agency that supported your research.

Title page

The title page should contain the following information: the thesis title (in caps), your name and discipline, the name of the university, your thesis advisor, and the month and year the thesis was submitted. An example can be found on page 17.

Abstract

This is a one-paragraph summary of the content of your thesis that identifies concisely the content of the thesis manuscript and important results of your project. Some students like to think of it as an advertisement – i.e., when someone finishes reading it, they should want to examine the rest of your work. Keep it short and include the most interesting points.

The abstract follows the title page, must have the heading ABSTRACT at the top, and is always page Roman numeral i. There is no restriction on the length of the abstract, but it is usually no longer than one page.

Tables & Figures

A table is a columnar arrangement of information, often numbers, organized to save space and convey relationships at a glance. A rule of thumb to use in deciding whether given materials are tables or figures is that tables can be typed, but figures must be drawn.

A figure is a graphic illustration such as a chart, graph, diagram, map, or photograph.

Each table and each figure in the text must have a number and caption. Number them consecutively throughout, beginning with 1, or by chapter using a decimal system.

It is best to place a table or figure immediately after the first mention of it in the text — on the same page if there is room, or on the following page. If possible, do not break up the table or figure so that it carries over to a second page. Alternatively, tables and/or figures may be grouped together at the end of the thesis. Tables or figures of peripheral importance to the text may be placed in an appendix. Tables and figures must be referred to in the text by number, not by a phrase such as "the following table."

References

A thesis must include a reference section listing all works which are referred to in the text, and in some cases other works also consulted in the course of research and writing. This section may either precede or follow the appendices (if any).

The forms used for listing sources in the reference section are detailed and complicated, and they vary considerably depending on the source. For this reason, you will need to refer to an APA manual in your field in compiling this section of the thesis.

Appendices

Material that is pertinent but is somewhat tangential or very detailed (raw data, procedural explanations, etc.) may be placed in an appendix. Appendices should be designated A, B, C (not 1, 2, 3 or I, II, III). If there is only one appendix, call it simply Appendix, not Appendix A. Titles of appendices must be listed in the table of contents. Appendix pages must be numbered consecutively with the text of the thesis (do not number the pages A-1, A-2, etc.).

SAMPLE TITLE PAGE

Your Title Goes Here: Each Word is Capped

Your Name Here

Department of Speech, Language and Hearing Sciences

Indiana University

Dr. Professor's Name

May 2022

Appendix B: Guide for Poster Format & Presentation

What is a poster?

A poster is very different from a paper or a talk, and so different techniques need to be used in its preparation. The purpose of a poster is to outline a piece of work in a form that is easily assimilated and stimulates interest and discussion. The ultimate aim is a fruitful exchange of ideas between the presenter and the people reading the poster, but you should not be disappointed if readers do not stop to chat—a properly prepared poster will at least have given useful information and food for thought.

A poster tells a story

In preparing a poster, simplicity is the key. A typical reader may spend only a few minutes looking at the poster, so there should be a minimum of clutter and a maximum of pithy, informative statements and attractive, enlightening graphics. A poster should tell a story. As always in a scientific presentation, the broad outline includes a statement of the problem, a description of the method of attack, a presentation of results, and then a summary of the work. But within that format, there is much scope for ingenuity. A question-and-answer format, for example, may be appropriate for part of the poster.

A poster should not contain a lot of details—the presenter can always communicate the fine points to interested participants. In particular, it is not a good idea to present proofs, except in brief outline, unless the proofs are the focus of the presentation. Keep in mind that the poster will be one of many in the exhibition area: You need to make sure that it will capture and hold the reader's attention.

The poster should begin with a definition of the problem, together with a concise statement of the motivation for the work. It is not necessary to write in complete sentences; sentence fragments may be easier to comprehend. Bulleted lists are effective. An alternative is to break the text into chunks—small units that are not necessarily paragraphs in the usual sense. For presenting results, graphs and figures—easier to scan than the columns of figures in a table—are even more appropriate than in a paper. Legends should be minimal. A brief description of the implications of a graphic, placed just above or below it, is helpful. Conclusions, again, should be brief, and they should leave the reader with a clear message to take away.

Preparing a poster

A poster is prepared as one big “slide” in a program such as PowerPoint, for example by setting the “slide” size to something like 48-60” by 36”. It is printed out as a single sheet on a large printer. Wells Library has such facilities. Details and cost can be found at:

<https://libraries.indiana.edu/computing-and-printing>.

Posters should be designed to provide a brief overview of the work, and to initiate discussion. Here it is important to display the results clearly, while also recognizing that the poster can only cover KEY points, rather than everything about the research. Posters are organized following APA style, and include an abstract, introduction, methods, results, discussion, and references.

Posters should be prepared well in advance of the poster session. The title should appear at the TOP in CAPITAL letters about 25 mm (1") high. The author's name and affiliation appears below the title (including both department and university).

Poster content flows downward in columns, starting at the TOP LEFT and ending at the BOTTOM RIGHT. Colors can be used as highlighting and to enhance overall appearance. While it is important to convey the substance of the work, posters should not rely too heavily on text. Creative use of figures, diagrams, and photos typically makes the information much more accessible. Main results should be stated six (6) lines or less, in lettering that is at least 15 mm (5/8") high. This size is needed to ensure legibility from a reasonable viewing distance. Small fonts simply do not work well on posters. The smallest text should be no smaller than 9 mm (3/8") high, and the important points should be in a larger size.

A poster should also be as self-explanatory as possible, significantly increasing the number of people who come away understanding it while also reducing the effort needed to explain the work orally. However, poster presenters should be prepared with a brief, cogent explanation. Honors students are expected to be at their poster for the entire 2-hour session.

The Poster Session

Once the session starts, stand near the poster but not in a position that obscures it from view. Be prepared to answer the questions that a good poster will inevitably generate. But keep in mind the advice that a presenting author at a poster session should behave like a waiter in a first-class restaurant. The waiter is there when needed but does not aggravate the guests by interrupting the conversation every ten minutes to inquire whether they are enjoying the food (Anholt, 1994).

Reference

Anholt, R. R. H. (1994). *Dazzle 'em with style: The art of oral scientific presentation*. New York: W. H. Freeman.