Undergraduate Honors Program Handbook

2024-2025

COLLEGE OF ARTS AND SCIENCES

DEPARTMENT OF SPEECH, LANGUAGE AND HEARING SCIENCES

Indiana University Bloomington

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 majors 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.

Honors Program Application Process

Honors Program Eligibility

The SLHS Honors Program 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 earning a B.A. or B.S. in SLHS 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 early September, during the fall semester of their junior year. Eligible students will be invited to tour SLHS research labs and attend an information session in late September to learn more about the program.

How to Apply

Students invited to apply to the honors program will receive a link to upload and submit their application materials. Applications are due in early October and the following materials are required:

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

Honors applicants will also be asked to indicate their top three choices for a faculty advisor in the application. Applicants are encouraged to attend the lab tours and informational session about the honors program. Lab tours will allow students to interact with faculty and learn more about their research.

Applicants are also encouraged to contact faculty they are interested in working with before submitting the application. 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 and work with over the next several semesters. 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.

Here is a list of SLHS faculty that may serve as a faculty advisor:

Speech Sciences Faculty	Language Sciences Faculty	Hearing Sciences Faculty
Dr. Julie Anderson	Dr. Ishanti Gangopadhyay	Dr. Gavin Bidelman
Dr. Tessa Bent	Dr. Carol Mesa	Dr. Samantha Gustafson
Dr. Steven Lulich	Dr. Brielle Stark	Dr. Jennifer Lentz
Dr. Rita Patel		Dr. Erin Lynch
Dr. Caroline Spencer		Dr. Travis Riffle

Admissions Decisions and Timeline

Applicants will be notified in mid-to-late October regarding the outcome of their application. Available space in the honors program is limited and is based on availability of faculty advisors. For this reason, it is usually not possible to accommodate all students that apply. Applicants accepted to the program will be assigned a faculty advisor. Admission to the program and faculty assignments are determined by the quality of the application and student/faculty preferences. It may not be possible for all students to be assigned to the faculty member that was their top choice but we try to ensure that students are matched with faculty they have expressed interest in working with.

Here is a recap of the timeline for applications to the honors program:

Early September:	Receive invitation email and instructions for how to apply
Late September:	Attend SLHS lab tours and information session
Early October:	Submit the honors application
Mid-late October:	Receive admission decision

Planning Ahead for the Honors Program

If you are planning to apply to the honors program, there are things that you can do well in advance to prepare for the experience, such as:

- Plan to enroll in the SLHS-S 311, Introduction to Research Methods, course prior to applying to the honors program. Preference will be given to applicants who have completed or are enrolled in the course at the time of their application.
- Plan ahead if you are interested in studying abroad. Students that will be studying abroad during their junior year are still eligible to participate in the honors program. It is not possible, however, for students to participate in the honors program if they will be studying abroad during their senior year.
- Start exploring your research interests and thinking about faculty that you would be interested in working with in the honors program. You will find more information about SLHS research labs and our faculty by visiting: https://sphs.indiana.edu/research/department-labs/index.html

Benefits of the Honors Program

There are a number of important benefits to participating in the departmental honors program, including:

- 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
- Recognition at graduation

Honors Program Requirements

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. The program involves completion of a research project that is presented in a formal, written honors thesis. The honors thesis 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. These requirements are described below.

Honors Coursework

SLHS-S 398 (1 credit) Honors Seminar in Speech, Language and Hearing Sciences

The first seminar is offered in the spring semester of the junior year and is usually taught by the Director of Undergraduate Studies. Seminar topics include research ethics and responsible conduct of research, conducting a literature search and critically evaluating peer-reviewed articles, and organizing, analyzing, and visualizing research data and findings using spreadsheet and presentation software.

By the end of the semester, students will have:
- Met with their faculty advisor at least three times and developed a timeline for the project
- Read and summarized findings from relevant research articles
- Narrowed down possible research question(s) or topic for the project

SLHS-S 399 (2 credits) Senior Honors I: Reading and Research

Most of the work for this course is done under the direction of the student's mentor. Class meetings include updates on student progress, guidance on writing the thesis, and continued discussions about research ethics.

By the end of the semester, students will have:
- Adjusted their project timeline, in consultation with the faculty advisor, to include a plan for completing research tasks and writing sections of the thesis (e.g., Introduction and Methods)
- Engaged in data collection and/or data analysis that pertains to their finalized research question(s)
- Prepared a written outline or draft of the Introduction and Method sections of the thesis

SLHS-S 499 (3 credits) Senior Honors II: Reading and Research

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, receive feedback on their writing, and learn how to create a poster.

By the end of the semester, students will have:
- Adjusted their project timeline, in consultation with the faculty advisor, to include a plan for completing research tasks and writing the remaining sections of the thesis (e.g., Results, Discussion, etc.)
- Prepared and delivered a poster presentation to SLHS faculty and students
- Written and submitted a thesis

Honors Thesis

Students are required to complete and submit a written honors thesis by the end of the spring semester of their senior year. 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.

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 guidelines for preparing the written thesis are found in Appendix A: Guide for Honors Thesis Format. A copy of your completed thesis must be submitted to SLHS at the end of the program.

Honors 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 in the spring semester of their senior year. For the Symposium, each student is required to create and present a poster that summarizes his or her research. 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 S. 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.

Additional guidelines for preparing and presenting the poster are found in Appendix B: Guide for Poster Format & Presentation. A copy of your completed poster must be submitted to SLHS at the end of the program.

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.

Honors Student Keys for Success

Completing the honors program should be a rewarding experience for students and faculty. Here are a few keys to your success:
- Plan ahead and be prepared for meetings with your thesis advisor. Ask questions during your meetings and be an active listener.
- Meet regularly with your faculty mentor throughout the research and writing process, to ensure that you're staying on track.
- Be willing to revise your work and respond to feedback from your faculty advisor.
- Complete tasks on time for the honors seminar course and your research project.

Frequently Asked Questions

Q: Can I be in the Honors Program if I want to study abroad?

A: It depends on when you are planning to study abroad. While honors students are encouraged to pursue overseas study opportunities, this requires advanced planning and special approval in order to meet honors graduation requirements. It is possible to study abroad during the first semester of the honors program, in the spring of your junior year, while you are enrolled in the 1 credit S398 honors seminar. This option is not available to students during their senior year of the program when you will enroll in the S399 and S499 seminar courses. If this is something you are interested in, be sure to discuss your plans with the Director of Undergraduate Studies and your faculty advisor.

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

A: 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 coursework in research methods or who are enrolled in a research methods course at the time of their application.

Q: Can I fulfill the Intensive Writing requirement by being in the honors program?

A: 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: 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 be a part of the Hutton Honors College to be admitted into the SLHS Honors Program.

Q: Will I be paid for participating in the honors program?

A: Students are not paid by SLHS or faculty advisors for their participation in the honors program. Students earn credits in the three-course sequence that may apply toward degree requirements. Students completing the honors program also earn a notation on their diploma and recognition at graduation, in addition to the many benefits described earlier in the handbook. In some cases, students may work in a faculty member's research lab for hourly pay in addition to the work they are doing on their honors project. Eligible students may also apply for funding opportunities listed below.

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*

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. To apply for a research grant, students must submit a General Application and apply for the research grant opportunity in IU Scholarships.

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 printing.

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

Charles S. Watson Award

The Charles S. Watson Award provides $500 to an eligible honors student for the best poster presentation of their honors research. The award winner is decided by SLHS faculty vote during the honors poster presentations at the end of the honors program in the spring semester. To be eligible for the Charles S. Watson award, honors students must submit a General Application to IU Scholarships in the year they will be graduating.

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

Federal Work Study Undergraduate Research Assistant Program

The Federal Work Study Undergraduate Research Assistant Program may provide hourly wages for mentored research to eligible students. Visit the link below to learn more about the eligibility requirements for the program and how to apply.

For more information, see: https://undergradresearch.indiana.edu/programs-funding/fws-research-assistant.html

Appendix A: Guide for Honors Thesis 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. A good online resource for APA style is found at: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html.

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 at the end of Appendix A.

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.

Presenting the poster

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.