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.
Table of Contents

What is the S.C.C. Honors Program? .................................................................3

Who can participate in the S.C.C. Honors Program? ...........................................3
  a) Which students? .........................................................................................3
  b) Which instructors? .....................................................................................4

If a student decides to participate, what is involved? ........................................4-6

If an instructor decides to participate, what is involved? ...................................6-7

What is an Honors Independent Study? ............................................................7

Past Honors Independent Studies........................................................................8

What is HUM 926: Honors Seminar? .................................................................9

What is HUM 924: Honors Service Project? .....................................................10

Proofreading........................................................................................................11-12

Formats for Honors Projects .............................................................................13

Honors Projects—Research Papers ....................................................................14-17

Honors Projects—Creative Projects ....................................................................18-19

Honors Projects—Web Pages .............................................................................20

Honors Projects—Videos or Films ......................................................................21

Honors Service Project—Journal Guidelines ......................................................22-23

Honors Service Project—Evaluation/Reaction Paper .........................................24-25

APPENDIXES

Appendix A “Plans of Action” Forms .................................................................26-36
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 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. Umennachi, 441-4329.

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 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 Project**, with the help of the Honors Service 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 Project** should follow the Guidelines for Service Project Journals and Guidelines for Service Project Reaction Papers (see appendix) as well as meet with their Service 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 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 Committee 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 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 Committee recommends that students and mentors meet more often than the required three times; weekly meetings would be 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 Committee 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 Committee proofreader. Students will have approximately one week from this final proofreading by an Honors Committee 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 Committee 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 Committee 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 Committee.

13. If the Honors Committee 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 Committee 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 Committee 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 30 days from 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 received 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 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 Committee 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 32 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: XXX927 Honors Independent Study – subject.

3. Independent Studies are approved by the Honors Committee for publication, but the instructor gives the grade. Honors grades are A, B, or F.

4. Students may choose to pursue a topic using a Faculty Contract that a faculty member has developed specifically as an Honors Independent Study.

5. The topic of study for an Honors Independent Study should be initiated by the student and mentored by the faculty.

6. Honors Independent Studies should enhance the development of a student’s critical thinking skills.

7. Honors Independent Studies may be interdisciplinary but will be listed on the transcript with only one subject.

8. 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

- **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 Project?

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

The Service 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 Project Coordinator will act as the Honors Program liaison or contact person for the organizations offering the Service 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 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
TO: Honors Program Students
FROM: Honors Committee Proofreaders
(Angie Ghrist, Dan Baldwin, Sue Trudell, Tamara Vesselovskai,
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 Committee 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, five faculty members, 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 Committee 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 Committee 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 Committee 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];
- Questionnable sentence structures [i.e. syntaxe];
- Questionnable 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 they have been approved by the Honors Committee, 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 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]. We recommend that you confer with your mentor about the appropriate format, and that you become 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 your exploration leading to your own interpretation or “thesis.” For literary research papers, analysis of literary texts is expected in addition to your synthesis and interpretation of others’ research.

The one kind of “research paper” that the Honors Committee does not want to see is a report of previous findings just for the sake of exploration, or without your own interpretation presented.

Here are the kinds of research papers the Committee expect:

1. In the physical and social sciences, a report on the results of your original experiments or surveys/interviews including
   a. A preface explaining your interest in the topic and what you hope to achieve through your original research;
   b. A review of the previous literature or research on the topic or issue;
   c. A conclusion where you interpret the value of your research.

2. An “argument” paper, in which you state your stand (“thesis”) on a topic or issue and use sources to support your thesis, as well as stating opposing views and dealing with them. This kind of paper would automatically include your statement of purpose for writing and your interest in the topic or issue in the text of the paper.
3. **A literary analysis paper** in which you state your own interpretation of texts (your thesis) and support your view with sources, as well as stating opposing views and dealing with them. This kind of paper would automatically include your statement of purpose for writing and your interest in the topic in the text of the paper.

4. **An exploratory paper**, the primary purpose of which is for you to examine the previous research on a particular topic in which you are interested. **However, for this kind of paper to be acceptable as an Honors Project, you must include**
   a. A preface explaining your interest in the topic and what you hope to achieve through your research;
   b. A conclusion where you interpret the value of your research.

5. **A problem-solving paper**, in which you use sources to help define the problem as well as support your stated suggestions for taking action on the problem (your thesis). This kind of paper would automatically include your statement of purpose for writing and your interest in the topic or issue in the text of the paper; your paper would be based on your stated thesis or stand and include your countering opposition arguments to your definition of the problem and/or your proposed solutions to the problem.

6. **A synthesis and application paper** in which you present your thesis or stand and purpose for exploring the topic within the text, summarize and synthesize the previous relevant research on the topic, and apply those stated theories to specific scenarios. This approach would automatically require that you include your interpretation of the results of your application of theory.

There may be more kinds of acceptable research papers than are outlined above. The main point; however, is that your paper has a stated purpose and that it goes beyond the bounds of the kind of essays or papers required of you in your non-Honors coursework. In other words, your purpose in researching should go beyond your desire to investigate a topic merely for your own knowledge.

Any Honors research paper automatically has an audience of the Honors Committee as well as any students who want to view your work. In addition, your mentor may want you to produce a research paper that is publishable for an audience of scholars in your field.

The Honors Committee recommends that you thoroughly discuss your project with your mentor so that you can answer the following questions before you write your research paper:

a. What is the question or problem or topic I wish to explore?
b. What is my purpose in writing the paper exploring this?
c. What is my own position about the topic I wish to pursue?
d. Who is my audience for this paper?
e. How will my paper go beyond the expectations for a standard paper in this course or discipline?
f. What “pre-research” do I need to do to ensure that my project is feasible? In other words, are there any permissions I need to obtain before I can conduct original research, or is my 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 you become confused about your research paper project, the first step is to make sure you confer with your mentor. Other resources include the members of the Honors Committee and the faculty in the Writing Center.*

**Formatting the Final Draft**

1. Provide a title page that includes
   - the title of the paper
   - your name
   - your mentor’s name
   - the 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 your paper, you may want to include headings.)*
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 or Bibliography or List of References at the end of the paper, or footnotes within the paper, formatted according to the documentation system appropriate to your project’s discipline.
7. Web sites are to be limited to not more than 50% of the sources cited. Other resources must be appropriate peer reviewed journals or books. The research should be current research preferably within the last 10 years unless older research is necessary to the paper.
8. Web sites should be accompanied with an evaluation that shows how this Web site is credible toward the research. (*See the evaluation form for Web sites in the appendix.*)
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 report 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.)

4. Provide a disc, USB drive or CD 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.
HONORS PROJECTS—CREATIVE PROJECTS

Definition

These guidelines apply to projects that are the student’s original or compilation work[s] [“compilation” means taking from other sources to make a kind of collage] of writing, painting or drawing, photography, sculpture, architecture, videotape, film, brochures, PowerPoint presentations, or other crafts that involve producing an artistic work for public presentation. Because SCC Honors Projects are housed in the Library, any original or compilation creative project is automatically considered as one for public presentation.

Rationale for These Guidelines

Any original or compilation creative project goes through a process before its “finished” face 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’ being able to learn through the process of “making art” as with the product itself.

Guidelines for Creative Projects

Any original or compilation creative project submitted for Honors credit must also be accompanied by a journal, or narrative component that details the process the student went through to finish the project. This process should be summarized in a written component accompanying the student’s project. [See guidelines below.]

Any presentation such as a PowerPoint presentation will be performed for the committee as a finished product so that the committee can evaluate the content and the presentation techniques of the student before it is allowed to be presented to the public. A narrative component that details the process the student went through to finish the project is to be included with the project. [See guidelines below.]

Brochures are to be printed as they would be presented to the public along with the narrative component that details the process the student went through to finish the project. The process should be summarized in a written component accompanying the student’s project [See guidelines below.]

Mentors should request that students keep regular journal entries, which mentors are allowed to read in their “raw” state in order to give advice about which portions should be included for the public record—the narrative component of the project.
Guidelines for the Narrative Component of Creative Projects

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

- Why the student is pursuing this creative project.
- How the student is pursuing this project—in other words, how does the student understand and document creative influences?
- 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).
- What effects the student hopes to have on the public with producing this creative project.
- How the student came to choose the particular works that are included in the project.

Most importantly, this narrative should include

- The **process** that the student went through to produce the creative project.
- The **impact** on the student of going through this process and documenting it.

Of course, some of these categories may overlap. But the important thing is that Honors students keep a journal with the above-mentioned concepts in mind, and that mentors review such journal entries before students compose them into a process narrative for approval by the Honors Committee and, ultimately, public viewing.
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 Committee, 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.)
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 Committee, 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.
   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 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 Project experience and to provide you with a framework for completing your Honors Service 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 Committee.

Keeping an Honors Service 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 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 Project Evaluation Paper that your mentor as well as the Honors Committee read and approve. The introduction and conclusion of the journal may serve as starting points for the introduction and conclusion of the Honors Service 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 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 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 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 Project, the journal, and the evaluation paper!*
HONORS SERVICE PROJECTS—EVALUATION PAPERS

Your Service 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 Committee will not see your journal, and it will not be archived, as the other Honors Projects are. Once your Service 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 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 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 Committee 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 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 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.
4. 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.
Appendixes

Appendix A  “Plans of Action”

Honors Independent Study “Plan of Action” Form

Honors Service 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 Committee. 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 Committee regarding the student’s project.
• I understand that I am a member of the Honors Committee for the semester that I am a mentor and I agree to attend Honors Committee 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 Committee Section

The SCC Honors Committee 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
The “Plan of Action” will be your way of letting the mentor and the Honors Committee know what you plan for your Honors Independent Study. It is important to remember that your mentor and the Honors Committee 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 Committee uses this proposal to determine whether or not to approve your independent study as an Honors project. The Honors Committee 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 Committee 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. 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.
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 Committee, 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 dates to be determined each semester by the Honors Coordinator (1/4 of the way through the semester).

4. Describe in detail what will be completed on dates to be determined each semester. (1/2 of way through the semester.

5. Describe in detail what will be completed on dates to be determined each semester. (¾ of the way through the semester.

6. Before dates to be determined 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 dates to be determined.

7. The completed Independent Study will be given to my mentor for evaluation on dates to be determined.

Rev 1/99; 12/1; 1/05; 6/09
SCC Honors Program Plan of Action for Honors Service Project

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

Term ____________________________

<table>
<thead>
<tr>
<th>Name</th>
<th>ID #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone number</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proofreader</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work site</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work site Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work site Phone number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work site Supervisor/contact person</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title of your Honors Independent Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**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 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 Committee 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 Committee Section**

The SCC Honors Committee approves/disapproves this “Plan of Action.” If disapproved, the written Plan of Action will be due to the Honors Coordinator by

____________________________
SCC Honors Coordinator signature and date
The “Plan of Action” will be your way of letting the mentor and the Honors Committee know what you plan for your Honors Service Project. It is important to remember that your mentor and the Honors Committee 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 Committee uses this proposal to determine whether or not to approve your Service Project as an Honors project. The Honors Committee 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 Committee 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 Committee, 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 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 Service Project Timeline         Term ________________

Student__________________________________   Instructor ________________________________

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

<table>
<thead>
<tr>
<th></th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Total for the Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 Committee as to your progress.

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.

Rev 12/01; 12/05; 06/09
Honors Independent Study “Plan of Action” Evaluation Form

This form is used by Committee Members 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 Committee. 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 Committee regarding the student’s project.

I understand that I am a member of the Honors Committee for the semester that I am a mentor and I agree to attend Honors Committee 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 Committee Section

The SCC Honors Committee 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 Committee know what you would like to do for your Honors Independent Study. It is important to remember that if your instructor and the Honors Committee 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 Committee will only have this proposal to go by when determining whether or not to approve your topic. Please, note that if the Honors Committee does not approve this second proposal; no further rewrites will be accepted.

(Type your responses to the following. Make sure that your name is typed on each sheet; number your responses.)

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 this semester. Also include what you expect the final form to be, e.g. research paper, video, Web pages, etc.

2. Describe the resources you require and the problems you anticipate.

3. If you are writing an academic paper, what documentation format will you be using? Your instructor will decide the format. (MLA, APA, Chicago Manual Style, etc.)

To help the Honors Committee, please put your pages in the following order:
1. Cover page with student information and appropriate signatures
2. Responses to the three items above
3. Your timeline for the project

Note: The Honors Coordinator will keep your “Plan of Action”. Because of this, you need to make a copy for your instructor and yourself.

Your rewritten “Plan of Action” packet is due to the Honors Coordinator (Room 2015) no later than (date to be determined).
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. Type your responses to the following items, please.

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 (dates to be determined each semester) by the Honors Coordinator (1/4 of the way through the semester).

4. Describe in detail what will be completed on (dates to be determined each semester) (1/2 of way through the semester).

5. Describe in detail what will be completed on (dates to be determined each semester) (¾ of the way through the semester).

6. Before (dates to be determined) 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 (dates to be determined).

7. The completed Independent Study will be given to my mentor for evaluation on (dates to be determined).

Rev 1/99; 12/1; 1/05; 6/09