

```

//*****
// Programmer: Dr. McVey
//   Used with permission.
// Date: September 6, 1996
// Purpose: Accepts from input 3 integers and
//           prints the average
//*****

#include <iostream.h>

const int NUMBER = 3;    // number of integers

int main()
{
    int num1, num2, num3, sum;
    double avg;

    cout << "Enter three integers and press return "<< endl;
    cin >> num1 >> num2 >> num3;

    sum = num1 + num2 + num3;
    avg = double(sum) / NUMBER;

    cout << "The values entered are: " << num1 << ' '
         << num2 << ' ' << num3 << endl;
    cout << " The average is: " << avg << endl;

    return 0;
}

```

```
// Author: Dr. Bonita McVey
// Used with permission.

// BinarySearch
// gets: target value, a sorted vector
// does: performs a binary search to locate target
// returns: -1 if not found, else index of target
// NOTE: could also be written to use recursion but this
//        requires changing the parameter list to include
//        beginning index and ending index

int BinarySearch(int target, const vector<int> & mat)
{
    int low, hi, mid;

    low = 0; hi = mat.size() - 1;
    while (low <= hi)
    {
        mid = (low+hi) / 2 ;
        if (target > mat[mid])
            low = mid + 1;
        else if (target < mat[mid])
            hi = mid - 1;
        else
            return mid;
    }
    return -1;
}

// BinarySearch
// gets: target value, an array sorted in ascending order, and its size
// does: performs a binary search to locate target
// returns: -1 if not found, else index of target
// NOTE: could also be written to use recursion but this
//        requires changing the parameter list to include
//        beginning index and ending index

int BinarySearch(int target, int size, int mat[])
{
    int low,hi,mid;

    low = 0; hi = size-1;
    while (low <= hi)
    {
        mid = (low+hi) / 2 ;
        if (target > mat[mid])
            low = mid + 1;
        else if (target < mat[mid])
            hi = mid - 1;
        else
            return mid;
    }
    return -1;
}
```

```
// Author: Dr. Bonita McVey
// Used with permission.

// BubbleSort
// gets:    a vector
// does:    sorts the vector into ascending order using bubblesort
// returns: the sorted vector
//
void BubbleSort(vector<int> & c)
{
    int last = c.size() - 1;
    int j;
    int xchange;

    do {
        xchange = 0;
        for(j=0; j<last; j++)
        {
            if (c[j] > c[j+1])
            {
                xchange++;
                swap(c[j], c[j+1]);
            }
        }
        last--;
    } while( (last != 0) && (xchange) );
}

// BubbleSort
// gets:    the address of an array and its size
// does:    sorts the array into ascending order using bubblesort
// returns: the sorted array
//
void BubbleSort(const int size, int c[])
{
    int last=size-1;
    int j;
    int xchange;

    do {
        xchange = 0;
        for(j=0; j<last; j++)
        {
            if (c[j] > c[j+1])
            {
                xchange++;
                swap(c[j], c[j+1]);
            }
        }
        last--;
    }while( (last != 0) && (xchange) );
}
```

```
// Author: Dr. McVey
// Used with permission.
// Date: September 6, 1996
// Course: CS120
// Purpose: This program computes the area and circumference
//          of a circle, given its radius.

#include <iostream.h>
#include <iomanip.h>

const double PI = 3.14159;

int main()
{
    int radius;
    double circum, area;

    // statement of what program does
    cout << "This program computes the area and circumference of " << endl;
    cout << "a circle given the radius as input." << endl << endl;

    // prompt asking for input -- lets user know what to input
    cout << "Enter an integer, representing the radius of a circle: ";
    cin >> radius;

    // verification of input
    cout << "The radius entered is: " << radius << endl << endl;

    // These are assignment statements using arithmetic expressions, including
    // one standard function.

    area = PI * radius * radius;
    circum = 2 * PI * radius;

    //These provide the desired output.

    cout << radius << circum << area << endl << endl;

    //better
    cout << "Radius   Circumference   Area" << endl;
    cout << radius << ' ' << circum << ' ' << area << endl << endl;

    // even better
    cout << "01234567890123456789012345678901234567890" << endl;
    cout << setw(15) << "Radius" << setw(15) << "Circumference";
    cout << setw(10) << "Area" << endl;
    cout << setw(12) << radius << setprecision(5) << setw(13) << circum;
    cout << setw(15) << setprecision(7) << area << endl;

    return 0;
}
```

```
// Author: Dr. Bonita McVey
// Used with permission.

// InsertionSort
// Gets: a vector
// Does: sorts into ascending order using insertion sort
// Returns: sorted vector
void Insertsort(vector<int> & c)
{
    int i, j;

    i = 1;
    while (i <= c.size() - 1)
    {
        j = i;
        while ((j>0) && (c[j] < c[j-1]))
        {
            swap(c[j], c[j-1]);
            j--;
        }
        i++;
    }
}

// InsertionSort
// Gets: address of array and its size
// Does: sorts into ascending order using insertion sort
// Returns: sorted array
void Insertsort(int size, int c[])
{
    int i, j;

    i = 1;
    while (i <= size - 1)
    {
        j = i;
        while ((j>0) && (c[j] < c[j-1]))
        {
            swap(c[j], c[j-1]);
            j--;
        }
        i++;
    }
}
```

```
// Author: Dr. Bonita McVey
// Used with permission.

// LinearSearch
// gets: target value, an unsorted vector
// does: performs a linear search to locate target
// returns: -1 if not found, else index of target

int LinearSearch(int target, const vector<int> & mat)
{
    int index;
    for (index = 0; index < mat.size(); index++)
    {
        if (target == mat[index])
            return index;
    }
    return -1;
}
```

```
// Author: Dr. Bonita McVey
// Used with permission.

// SelectionSort
// gets:    vector
// does:    sorts the vector into ascending order using selectionsort
// returns: the sorted vector
//
void SelectionSort(vector<int> & c)
{
    int top, smallest;

    for (top=0; top < c.size() - 1; top++)
    {
        smallest = top;
        for (int j=top+1; j < c.size(); j++)
            if (c[j] < c[smallest])
                smallest = j;
        if (top != smallest)
            swap(c[top], c[smallest]);
    }
}

// selsort
// gets:    the address of an array and its size
// does:    sorts the array into ascending order using selectionsort
// returns: the sorted array
//
void selsort(int size, int c[])
{ int top, smallest;

    for (top=0; top < size-1; top++)
    {
        smallest = top;
        for (int j=top+1; j<size; j++)
            if (c[j] < c[smallest])
                smallest = j;
        if (top != smallest)
            swap(c[top], c[smallest]);
    }
}
```

```
// programmer Dr. McVey
// Used with permission.
// purpose: get dimensions of a circle, compute
//          area and perimeter, and print info

#include <iostream.h>
#include <iomanip.h>

const double PI = 3.14;
// function prototypes -- value parameters only

void header1();
double f_area(int r);
double f_peri(int radius);
void print_output(int radius, double area, double circum);

int main()
{
    int radius;
    double area, circumference;

    header1();
    cout << "Enter integer radius: " ;
    cin >> radius;

    area = f_area(radius);
    circumference = f_peri(radius);

    print_output(radius, area, circumference);
    print_output(radius, circumference, area);

    return 0;
}

// function header1()
// GETS : nothing
// DOES : prints program description
// RETURNS : nothing
void header1()
{
    cout << "This program does simple things with circle." << endl;
    cout << endl << endl;
}

// function f_area
// GETS : radius of circle
// DOES : computes area
// RETURNS : area
double f_area(int r)
{
    double area;
    area = PI * r * r;
    return area;
}

// function f_peri
// GETS : radius of circle
// DOES : computes circumference
// RETURNS : circumference
double f_peri(int radius)
{
    return 2 * PI * radius;
}

// function print_output
// GETS : radius, area and perimeter of a circle
// DOES : prints values in a table
// RETURNS : nothing
void print_output(int radius, double area, double circum)
{
    cout << "Radius Area Circumference" << endl;
    cout << "-----" << endl;
    cout << radius << " " << area << " " << circum << endl;
}
}
```

## **Section IV – Unused Source Code**

```

<html>
<head>
<!-- Author: Ryan Wilson -->
<script>
// This function displays the time in the status line.
// Invoke it once to activate the clock; it will call itself from then on.
function display_time_in_status_line()
{
    var d = new Date(); // Get current time
    var h = d.getHours(); // Extract hours: 0 to 23
    var m = d.getMinutes(); // Extract minutes: 0 to 59
    var ampm = ( h >= 12)?"PM":"AM"; //Is it am or pm?
    if ( h > 12)
        h-=12; //Convert 24-hour format to 12-hour
    if ( h == 0)
        h = 12; // Convert 0 o'clock to midnight
    if ( m < 10)
        m = "0" + m; //Convert 0 minutes to 00 minutes, etc.
    var t = h + ':' + m + ' ' + ampm; // Put it all together

    defaultStatus = t; //Display it in the status line.

    //Arrange to do it all again in 1 minute.
    setTimeout("display_time_in_status_line()", 60000); //60000 ms is 1 min.
}

// A variable we use to ensure that each error window we create is unique.
var error_count = 0;

// Email address to send the report to.
var email = "rawilson@bsuvc.bsu.edu";

// Define the error handler. It generates an HTML form so the user
// can report the error to the author.
function report_error(msg, url, line)
{
    var w = window.open("", "error"+error_count++, "resizable,status,width=625,height=400");
    // arguments... url (none specified), Name (force it to be unique), Features
    var d = w.document; // we use this variable to save typing.

    // Output an HTML document, including a form, into the new window.
    d.write('<DIV align=center>');
    d.write('<FONT SIZE=7 FACE="helvetica"><B>');
    d.write('OOPS... A JavaScript Error Has Occurred!');
    d.write('</B></FONT><BR><HR SIZE=4 WIDTH="80%">');
    d.write('<FORM ACTION="mailto:' + email + '" METHOD=post');
    d.write(' ENCTYPE="text/plain">');
    d.write('<FONT SIZE=3>');
    d.write('<I>Click the "Report Error" button to send a bug report.<I><BR>');
    d.write('<INPUT TYPE="submit" VALUE="Report Error">&nbsp;&nbsp;&nbsp;');
    d.write('<INPUT TYPE="button" VALUE="Dismiss" onClick="self.close()">');
    d.write('</DIV><DIV align=right>');
    d.write('<BR>Your name <I>(optional)</I>: ');
    d.write('<INPUT SIZE=42 NAME="name" VALUE="">');
    d.write('<BR>Error Message: ');
    d.write('<INPUT SIZE=42 NAME="message" VALUE="" + msg + "">');
    d.write('<BR>Document: <INPUT SIZE=42 NAME="url" VALUE="" + url + "">');
    d.write('<BR>Line Number: <INPUT SIZE=42 NAME="line" VALUE="" + line + "">');
    d.write('<BR>Browser Version: ');
    d.write('<INPUT SIZE=42 NAME="version" VALUE="" + navigator.userAgent + "">');
    d.write('</DIV></FONT>');
    d.write('</FORM>');
    // Remember to close the document when we're done.
    d.close();

    // Return true from this error handler, so that JavaScript does not
    // display it own error dialog.
    return true;
}

// Before the event handler can take effect, we have to register it
// for a particular window.
self.onerror = report_error;

```

```

var bcolor;
var allcookies = document.cookie;
var pos = allcookies.indexOf("color=");
if (pos != -1)
{
    var start = pos + 6;
    var end = allcookies.indexOf(";", start);
    if (end == -1)
        end = allcookies.length;
    var bcolor = allcookies.substring(start, end);
}
else
    bcolor = "white";

function setbgcolor(bcolor)
{
    document.bgColor = bcolor;
}
</SCRIPT>
</head>

<body text="#0D0F58" link="#760B10" alink="#544C51"
onLoad="display_time_in_status_line(); setbgcolor(bcolor);">

<hr>
<br>
<p align="center">
<a href="http://www.bsu.edu/home.html" target="_top">

</a>
<a href="mailto:ASKBSU@bsu.edu" target="_top">

</a>
<a href="http://www.bsu.edu/cgi-bin/guest" target="_top">

</a>
<a href="http://www.bsu.edu/UP/about/bsu.html" target="_top">

</a>
<a href="http://www.bsu.edu/UP/map/indiana.html" target="_top">

</a>
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</a>
<br>
<font size="-1">
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Last Update: <SCRIPT>document.write(document.lastModified);</SCRIPT> |
<a href="mailto:rawilson@bsuvc.bsu.edu">Technical comments to the webmaster</a>
</font>
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</p>
</body>
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    var t = h + ':' + m + ' ' + ampm; // Put it all together
    defaultStatus = t; //Display it in the status line.
    //Arrange to do it all again in 1 minute.
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    d.write('<FONT SIZE=3>');
    d.write('<I>Click the "Report Error" button to send a bug report.<I><BR>');
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    d.write('<INPUT TYPE="button" VALUE="Dismiss" onClick="self.close()">');
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    d.write('<BR>Browser Version: ');
    d.write('<INPUT SIZE=42 NAME="version" VALUE="" + navigator.userAgent + "">');
    d.write('</DIV></FONT>');
    d.write('</FORM>');

    // Remember to close the document when we're done.
    d.close();
    // Return true from this error handler, so that JavaScript does not
    // display it own error dialog.
    return true;
}

// Before the event handler can take effect, we have to register it
// for a particular window.
self.onerror = report_error;
var bcolor;
var allcookies = document.cookie;
var pos = allcookies.indexOf("color=");
if (pos != -1)
{
    var start = pos + 6;

```

```
var end = allcookies.indexOf(";", start);
if (end == -1)
    end = allcookies.length;
var bcolor = allcookies.substring(start, end);
}
else
    bcolor = "white";
function setbgcolor(bcolor)
{
    document.bgColor = bcolor;
}
</SCRIPT>
</head>
<body text="#0D0F58" link="#760B10" alink="#544C51"
onLoad="display_time_in_status_line(); setbgcolor(bcolor);">
<center>
<h2>Thanks for your submission!</h2>
</center>
<br>

<!-- footer ->
<hr>
<br>
<p align="center">
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</p>
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```

## **Section V – Bibliography**

## **Bibliography**

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# SENIOR HONORS THESIS

EVERYTHING YOU  
NEED TO KNOW  
ABOUT  
HONORS  
499

The Honors College

Ball State  
University



THIS GUIDE IS INTENDED TO BENEFIT STUDENTS ENROLLED IN HONRS 499 AND ALSO THEIR ADVISORS. ALTHOUGH THE SOME SECTIONS ARE ADDRESSED PRIMARILY TO STUDENTS AND OTHERS TO ADVISORS, WE SUGGEST THAT BOTH GROUPS READ ALL SECTIONS.

**A**S YOU APPROACH YOUR SENIOR YEAR, IT IS QUITE LIKELY THAT YOU ARE READY, EVEN EAGER, TO UNDERTAKE A RIGOROUS, DEMANDING PIECE OF RESEARCH IN A CHOSEN FIELD. YOU MIGHT DO THIS BY INVESTIGATING A SIGNIFICANT TOPIC AND DEVELOPING A THESIS WHICH DEMONSTRATES THE RESULTS AND IMPLICATIONS OF THIS RESEARCH. IN CERTAIN AREAS (SUCH AS CREATIVE WRITING, ART, OR MUSIC), YOU MAY WISH TO COMPOSE A GROUP OF SHORT STORIES, MOUNT AN EXHIBITION, PRODUCE AND DIRECT A VIDEO, OR PLAN A RECITAL AND PERFORM IN IT.

**T**HIS GUIDE INTRODUCES AND EXPLAINS THE "RULES AND REGULATIONS" OF THE SENIOR THESIS/CREATIVE PROJECT AND ALSO INDICATES THE RANGE OF THESIS POSSIBILITIES OPEN TO YOU, BY GIVING EXAMPLES OF SOME OF THE THESES AND PROJECTS WHICH HAVE BEEN DONE IN RECENT YEARS. ALSO INCLUDED IS A LIST OF COMMON QUESTIONS AND ANSWERS. YOU WILL FIND A CHECKLIST AT THE END OF THE GUIDE WHICH WILL HELP MONITOR YOUR PROGRESS AND EXPEDITE YOUR GRADUATION.

“My Honors thesis (*The Women of Beth-el: Jewish-American Women in Middletown*) was truly a capstone project based on four years of classroom and extracurricular experience. I completed substantive historical research while refining my video production skills learned through my on-campus job. I brought together my interests in women’s history and Jewish history to produce a video documentary and a collection of oral interviews. I was excited to bridge my various interests and skills to create a project that will have value for others in the classroom or in future research.”

Jennifer Reynolds, 1997

WHATEVER TYPE OF PROJECT YOU UNDERTAKE, BEAR IN MIND THAT THE SENIOR HONORS THESIS OR CREATIVE PROJECT FUNCTIONS AS THE CAPSTONE OF AN HONORS EDUCATION, REPRESENTING FINAL PROOF OF WORTHINESS TO BE A BALL STATE UNIVERSITY HONORS COLLEGE GRADUATE.

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4	FORMAT REQUIREMENTS
5	FREQUENTLY ASKED QUESTIONS
7	SAMPLE COVER PAGE
8	MODEL OF ABSTRACT AND ACKNOWLEDGMENTS
8	RECENT THESES
10	RECENT CREATIVE PROJECTS
11	INFORMATION FOR ADVISORS
12	THESIS CHECKLIST

---

YOU ARE RESPONSIBLE FOR READING THIS INFORMATION AND FOR FULFILLING THE REQUIREMENTS SET FORTH. THEREFORE, BE SURE TO KEEP THE GUIDE FOR FREQUENT FUTURE REFERENCE.

## ROLE OF THE HONORS COLLEGE

---

THE HONORS COLLEGE IMPOSES RELATIVELY FEW FORMAL RESTRICTIONS ON THE SENIOR THESIS/CREATIVE PROJECT. AT THIS STAGE, THE HONORS COLLEGE HAS DELEGATED MOST OF ITS AUTHORITY TO THOSE WITH ACKNOWLEDGED EXPERTISE IN THE SUBJECT MATTER AREA. WE DO, HOWEVER, ASK THAT IF YOU HAVE RECENTLY ENROLLED IN 499 (OR ARE ABOUT TO DO SO), YOU MAKE AN APPOINTMENT WITH THE DEAN OR THE ASSISTANT DEAN IN ORDER TO DISCUSS THE PROPOSED THESIS OR PROJECT AND TO LET US KNOW WHO YOUR ADVISOR WILL BE. IT IS NECESSARY FOR YOU TO GET HONORS COLLEGE APPROVAL OF YOUR TOPIC AND PLANS FOR DEVELOPMENT OF THAT TOPIC. WE WILL EXPECT THE THESIS OR CREATIVE PROJECT TO DEVELOP ALONG THE LINES SET FORTH IN THE CONFERENCE; IF YOU AND YOUR ADVISOR DECIDE THAT A DIFFERENT TOPIC OR PLAN NEEDS TO BE ADOPTED, IT IS YOUR RESPONSIBILITY TO KEEP US INFORMED.

### REQUIREMENTS

1. A researched project should adhere consistently and correctly to a documentation style appropriate for the field of study--following, for example, such style manuals as those of the MLA, APA, or the University of Chicago. You **MUST** include a bibliography or a works cited page for any type of researched project--not just a traditional researched paper but also such projects as a unit of lesson plans, handbook, publicity campaign, feasibility study, or any other project which incorporates material drawn from outside sources.
2. If you undertake a creative project which is not a paper, such as a recital, an art exhibit, or a video, you should submit to the Honors College an explanatory text or description of the project to be agreed upon during your appointment with the dean or assistant dean. For example, if you plan a recital, you might research and write program notes and arrange for publicity. If you exhibit your artwork, you might write a statement describing sources of inspiration as an artist and might design a written catalogue to be distributed to those attending the exhibit.
3. Keep in mind that creative projects, like senior theses, ought to represent your best achievement in Honors work. Therefore, you should work in areas in which you have experience. If you are planning to write a collection of short stories, for instance, you have presumably done prior work in the area of creative writing. If you plan to make a video, you should possess the necessary technical expertise.
4. The completed thesis or written component of the creative project, *after it has been approved and signed by your advisor*, should be submitted to the Honors College in a black pressboard binder. The front of the binder should be labeled with the title of the thesis/creative project and your name.
5. The submitted thesis/creative project should include a cover page, abstract, and acknowledgments.
6. The copy of the thesis/creative project submitted to the Honors College should be an UNMARKED original or professional copy and should be free of errors in grammar, spelling, and punctuation. **YOUR ADVISOR OR THE HONORS COLLEGE MAY ASK YOU TO RETYPE PAGES WHICH NEED CORRECTION. PROJECTS WHICH ARE HANDWRITTEN RATHER THAN TYPED WILL NOT BE ACCEPTED UNLESS THE STUDENT HAS RECEIVED PERMISSION IN ADVANCE.**

You should keep in mind that all theses/creative projects (the written text, at least, of creative projects) will be sent to the Special Collections area in Bracken Library, where they are kept on file for future Honors students and others to read. Videos and tapes of recitals are also housed in Special Collections. We understand, however, that it will not always be possible to submit the non-written part of some projects.

Students and advisors who want to look at theses/creative projects that have been done in the past can find them filed in Special Collections under three headings--subject, student's name, advisor.

**THE HONORS COLLEGE RESERVES THE RIGHT TO REQUEST REVISIONS FROM A STUDENT WHOSE THESIS/CREATIVE PROJECT DOES NOT FULFILL THE ABOVE REQUIREMENTS OR TO WITHHOLD THE HONORS COLLEGE DIPLOMA IF THE THESIS DOES NOT REPRESENT THE CAPSTONE OF HONORS EXPERIENCE.**

## FREQUENTLY ASKED QUESTIONS

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### WHEN SHOULD I SIGN UP FOR 499?

Most students sign up for 499 at the beginning of their senior year. If, however, your senior year will include an off-campus internship, student teaching, or some other activity which will alter your normal routine, you will want to begin planning earlier—getting a topic in mind, finding an advisor, discussing your intentions with The Honors College. Even if you plan a ‘normal’ senior year, starting early can be to your advantage. Recent graduates have repeatedly stressed the importance of allowing plenty of time. Several said they found it helpful to begin work the summer before their senior year, or even during spring semester of their junior year.

### HOW DO I FIND A TOPIC?

When you look at the examples of recent theses/creative projects given at the end of this guide, you will see that many possibilities exist. Topics/projects often come from within the student’s major areas, but this is not a requirement. In some theses or projects, students combine majors or use internships or study abroad experiences. If you finished a favorite course feeling that you would have liked more time for a particular aspect of that course, you may be able to turn that feeling into an idea for a topic. If you have only a vague sense of what your topic might be but definitely know whom you would like as an advisor, make an appointment to talk to your prospective advisor, who may be able to suggest areas for you to consider.

### IS IT “LEGAL” TO REWORK AN OLD PAPER OR PROJECT?

A thesis which builds on work already done can be a fine piece of work. An article or presentation that analyzes internship experiences, a presentation based on some aspect of work or study abroad, an article developed from research done as an undergraduate fellow, a video for classroom use which grew out of practice teaching—these kinds of projects represent legitimate development of work already undertaken into a new and more complex form. *What is not legitimate is simply to recycle, with minor additions or changes, a paper or papers already completed.* A student who proposes to add a different introduction or a longer conclusion or a few more examples or illustrations to an already existing paper is certainly not proposing anything that could be called the capstone of an Honors education.

### HOW DO I FIND AN ADVISOR?

If possible, select someone you know with whom you feel comfortable. If you can’t think of someone in that category whose expertise seems to fit with the kind of topic you’re considering, ask for suggestions from The Honors College or from other professors whose judgment you trust.

### WHAT IF I WANT TO CHANGE ADVISORS?

Remember that once you have signed up for 499 and informed The Honors College of who your advisor will be, that is the person to whom your grade sheet will be sent. Therefore if you change advisors, you *must* bring us written statements from the original advisor saying he or she agrees to the change and from the new advisor saying that he or she will direct your project. *If such a change is necessary, it must be completed by the midpoint of the semester in which you are enrolled, so that the grade sheet will be sent to the correct person.*

### MAY I WORK WITH MORE THAN ONE ADVISOR?

Yes! Particularly when your topic encompasses several areas, you may want more than one person evaluating your work in progress and offering suggestions. You must, however, designate only one professor to be responsible for turning in your grade; be sure to let The Honors College know who this will be.

### MAY I COLLABORATE WITH ANOTHER STUDENT?

Certainly. Several recent theses have been joint projects. See the sample projects listed at the end of the guide for examples. You will need, however, to get permission from the dean or assistant dean and to let The Honors College know whether you both will be advised by the same professor.

### WHAT IF I DON'T FINISH IN A SEMESTER?

If you don't complete your thesis during the semester in which you are enrolled in Honrs 499, your advisor may submit a grade of I. This will be carried on the record until the thesis is completed and the I replaced with a permanent letter grade. You should know that it is fairly common for students to take more than one semester to work on their projects. However, the grade of I *must* be removed within one calendar year from the date it is awarded, and before the grading period of the semester in which the student plans to graduate. If the I is not removed within the specified time period, a grade of F will be recorded. Your advisor will need to turn in the grade-change form in order to replace the I.

### WILL HONRS 499 COUNT TOWARDS MY MAJOR OR MINOR?

Often, credit for 499 may apply towards fulfilling requirements for the major, minor, or for elective departmental credit. You should *not* assume that such credit will be given. Be sure to get the approval of the chairman of the department involved.

### WHAT IF A THESIS OR CREATIVE PROJECT IS REQUIRED IN MY MAJOR?

Departmental requirements within a student's major area may sometimes call for a thesis or creative project comparable to what The Honors College expects of its students. For example, in the College of Architecture and Planning, it is understood that the thesis project undertaken in the last year of the program will fulfill the 499 requirement for those who are Honors students. These students do not sign up for Honrs 499, but for the thesis course within their department—ARCH 404, LA 404, or PLAN 406.

Occasionally, students in other programs find themselves needing to sign up for a course with the prefix of the major department. This situation sometimes occurs, for example, with art majors who are doing a senior exhibit or with music majors planning a senior recital. *If you find yourself in this situation, schedule an appointment with the dean or assistant dean in order to discuss the nature or scope of your project, to clarify what you will submit to The Honors College, and to make sure that the substitution has been approved and recorded.* Also, notify the office secretary of the course number and the name of your advisor if you are to get credit for having completed 499.

### WHAT IF I AM IN DEPARTMENTAL HONORS?

Students working on Departmental Honors within a major area are usually asked by the department to do a senior thesis. Honors College students *do not* need to do two theses; HONRS 499 counts for both Departmental Honors and the Honors College senior thesis.

### HOW OFTEN WILL I MEET WITH MY ADVISOR?

Although the number of meetings will vary depending on the nature of your project, you and your advisor should work out a mutually satisfactory schedule of appointments at which you can discuss your work in progress. Keep in mind that courtesy dictates that you submit your completed thesis to your advisor at least two to three weeks before finals week of the semester in which you are to receive your grade. *Remember, too, that directing Honors theses is not part of your professor's regular teaching assignment but is extra work which he or she undertakes as a favor to you.* Therefore, try to be considerate about sticking to your agreed schedule, consulting him or her if you need to make changes.

Dorothy L. Sayers and the Woman Question

An Honors Thesis (HONRS 499)

by

Elizabeth A. Sander

Thesis Advisor  
(Name Typed)

(Advisor's Signature)

Ball State University  
Muncie, Indiana

Date (month and year)

Expected date of graduation

## MODEL OF ABSTRACT AND ACKNOWLEDGMENTS

THIS SAMPLE ABSTRACT WHICH FOLLOWS COMES FROM DAWN MILLER'S THESIS, ENTITLED "THE INTIMATE CONNECTION BETWEEN MUSIC AND POETRY IN CLAUDE DEBUSSEY'S COMPOSITIONS." IN GENERAL, ABSTRACTS, LESS THAN ONE PAGE IN LENGTH, SHOULD FOLLOW THIS MODEL IN GIVING THE OVERALL PURPOSE AND MAIN COMPONENTS OF THE THESIS OR CREATIVE PROJECT.

### Abstract

This discussion of Debussy's poetic techniques is limited to two compositions: a symphonic poem based on Stephane Mallarme's "Afternoon of a Faun" entitled *Prelude to The Afternoon of a Faun* and an Art Song trilogy based on Pierre Louys's "Chansons de Bilitis" entitled *Chansons de Bilitis*. Along with a discussion of Debussy's background and musical styles, both selections include an explanation of the poets' artistic philosophies and styles. Finally, there is an exploration of the ways in which Debussy musically reproduces the poetic effects of the poets Mallarme and Louys in a further attempt to understand the intimate relationship between music and poetry.

IN THE ACKNOWLEDGMENTS, YOU SHOULD THANK YOUR ADVISOR AND OTHERS WHO HELPED YOU WITH YOUR THESIS. THE FOLLOWING ACKNOWLEDGMENT COMES FROM JESSICA TESCHER'S THESIS, "MEMOIRS OF A SUGAR ADDICT."

### Acknowledgments

Thank you to Elizabeth Richter, my first thesis advisor, for her willingness to assist me in my creative process, and for understanding when I decided to switch topics. Thanks to Margaret Dimoplon, my second thesis advisor, for agreeing to help me at such short notice (which means I will graduate on time!) Thanks also to my fiance, Pete Thomas, who has supported my decision to cut out sugar, and who continues to support my crazy ideas!

## EXAMPLES OF RECENT THESES

**Christopher B. Walker.** *Reforestation of the Black Walnut Tree.* **Thesis Advisor: Betty Guemple**  
Christopher's thesis combines his interests in forestry and wood working to demonstrate the economic benefits of the reforestation of the Black Walnut tree. He researched the species, its needs for successful growth, and its uses as a hardwood. The project's culmination came with the planting of seedlings on a seventeen-acre site in Ohio in order to make practice out of theory.

**Thomas A. Earhart.** *Students' Attitudes on Cancer: The Development, Implementation and Evaluation of a Small Group Discussion Unit.* **Thesis Advisor: Jon R. Hendrix**  
Thomas's project involved the creation and implementation of a small group discussion unit for use in the Honors biology course. The unit contained a hypothetical case study and appropriate background information to stimulate student discussion. Students' knowledge was later evaluated through testing. Thomas's thesis included an essay on the unit's development as well as an analysis of the unit's effectiveness.

**Derek C. Hamilton.** *Moving Toward Tax Reform in Indiana.* **Thesis Advisor: John D. Cranor**  
As an intern for the Indiana Senate Democratic Caucus in 1998, Derek became intrigued by the controversies he witnessed concerning tax policy. His thesis, a product of his experience, combines policy research with interviews with senators, fiscal analysts, and others involved in the debate to create an insightful exposition of the current tax reform debate in Indiana.

**Dolores Ann Orich.** *Cultural Change and Resistance: Huron/Jesuit Relations in the Early-Mid Seventeenth Century.* **Thesis Advisor: Abel Alves**  
Dolores's thesis focuses on the significant changes in Huron culture during the first portion of the seventeenth century through examination of the influences of Jesuit missionaries and French fur traders. A double major in history and anthropology, Dolores combines her areas of expertise in this cultural study.

## THESES CONTINUED

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**Elizabeth A. Sander. *Dorothy L. Sayers and the Woman Question*. Thesis Advisor: Carolyn Malone**  
Elizabeth examines Sayer's letters, one of her mystery novels, and several of her essays in order to analyze Sayer's perspective on the place of intellectual women in early twentieth century society. Sayers struggled with contemporary beliefs about women and education, a struggle documented in this thesis combining history and literature.

**Stuart T. Janney. *Ethics and the Internet: An Analysis of On-Line Privacy*. Thesis Advisor: David B. Annis**

The ethics involved with Internet use remains a hot topic. Stuart chose to examine the establishment of privacy issues in relation to three specific areas: anonymous retailers, "cookies," and encryption software. Current standards are examined, and Stuart suggest future steps in order to further the protection of privacy.

**Lindsey C. Dunn. *How Do Children Read? Case Studies of Ten Children's Classroom Reading Strategies*. Thesis Advisor: Dennis Hoilman**

Lindsey, an English major, interviewed ten first-graders about their attitudes toward reading and used their responses to formulate recommendations for parents and educators to help students become more involved with reading. Pedagogical research and a study of the children's book market are used as supplementary material.

**Angela Lynne Apple. *The Ku Klux Klan: Propaganda On-Line*. Thesis Advisor: Beth A. Messner**  
Angela examines the use of propaganda on the Internet with this study of the Ku Klux Klan. She first details the history of the Klan within the context of the White Nationalist Movement and moves on to explore the use of persuasive rhetoric by groups within the movement. Using this information about propagandistic rhetoric, she then analyzes the Klan's website in terms of the techniques it employs.

**Matthew J. Burden. *The Harmonious Paradox of Virginia Woolf*. Thesis Advisor: Joanne Edmonds**  
Matt's thesis evolved from his experiences as an Honors Rinker Scholar at Harris Manchester College, Oxford. Although a psychology major, he chose to study twentieth-century British literature while at Oxford; he was awarded an Undergraduate Fellowship upon his return in order to continue the work. His thesis demonstrates a unique examination of the figure of Woolf through her biography, writings, and the perspectives of her critics and colleagues, and aims to define Woolf as more than a feminist author.

**Heather R. Hampton and Dana S. Laas. *Gender Inequality in Education and Its Effect on Development*. Thesis Advisors: Beverly King and Krystina Leganza**

An Honors colloquium on women and mathematics was the source of inspiration for this thesis, a study on gender inequality in the classroom. Heather, a psychology major, and Dana, a math major, conducted surveys of middle school, high school, and college students regarding discrimination. They subsequently presented the results of their research at the 1997 Women in Higher Education conference in Fort Worth, Texas and won third prize in the student category for research.

**Kory J. Watson. *A Dictionary of Biblical Allusions in The Scarlet Letter*. Thesis Advisor: Donald Gilman**

Addressing the relative lack of references to Biblical allusions in the Norton critical edition of the novel, Kory's thesis annotates and contextualizes the majority of Hawthorne's Biblical references. He lists allusions alphabetically and by location in the novel, and provides a critical analysis for each allusion.

**Jasna Brblic. *Banking Problems that Led to Formulation of the Federal Reserve Act of 1913*. Thesis Advisor: Gary J. Santoni**

By examining the history of banking in the United States, and particularly, the banking panic of 1907, Jasna's thesis investigates the causes of the Federal Reserve Act of 1913. She additionally analyzes the Act itself and its contributions toward banking reform.

## EXAMPLES OF RECENT CREATIVE PROJECTS

**Camille Johnson.** *A Calendar of Grant County History: One Day at a Time.* Thesis Advisor: Joan Schreiber

For this project, Camille researched the history of Grant County, Indiana. The calendar is illustrated with an ink drawing of the Grant County Courthouse in Marion, and features historical and newsworthy happenings of the county. A fact about the county's cultural, social or political histories is listed for each day of the year.

**Angeline M. Ratts.** *German Expressionistic Dance: its origin and development through the 20th century.* Thesis Advisor: Sarah Mangelsdorf

While choreographing her senior dance project, Angeline recognized the Expressionistic qualities in her work. Her thesis serves as her attempt to understand the history of Expressionism in art and dance and its effect on her work, and features a short history of Expressionism, the history of her project, and a study of how the project serves as a contemporary example of Expressionist dance.

**Cory A. Estby.** *Following the Path of a "Winter Journey": Selections from Franz Schubert's Die Winterreise Song Cycle.* Thesis Advisor: Phillip S. Ewart

Cory chose to perform a portion of a Schubert song cycle for his senior honors recital. In addition to a tape of the performance, the thesis includes the lecture notes compiled from his research on storyline and compositional techniques, translations of the German text, and publicity materials.

**Dana Elise Nichols.** *Medea from Page to Stage.* Thesis Advisor: Clint Mahle

Cast as the title role in Ball State's 1997 adaptation of Medea, Dana chose to follow the production (and her preparation for the role) from conception to performance. Her thesis includes research about the work and Mahle's contemporary conception of it, the history of various theatrical styles, and reaction to the production from the Kennedy Center College Theatre Festival. For her portrayal of Medea, Dana was nominated for the Irene Ryan Acting Competition.

**L. Grace Godwin and Anita M. Hagerman.** *What 'tis to Love.* Thesis Advisors: Judy E. Yordon and David Sills

Grace, a theatre major, and Anita, a music performance major, combine their considerable skills in this creative project, a study of Shakespearean courting scenes. While Grace produced and directed the show, Anita served as musical director, selecting and arranging the Elizabethan music used in the production. Their project culminated in a series of performances at Hanover College and at Ball State.

**Georgia McWhorter.** *Just Like Me?* Thesis Advisor: Janet Conradi

A graphic design major, Georgia chose to address the subject of prejudice when designing this children's book. She focuses on visual presentation when addressing her intended audience of ages three to eight, believing that children learn best when a serious topic is presented in a fun way.

**Amanda Bailey and Beth Gaubatz.** *Closer to Fine: A Celebration of Women in Contemporary Literature and Song.* Thesis Advisor: Darlene Mathis-Eddy Amanda and Beth combined their shared loves of music and literature in this creative project, performed as part of the Department of Women and Gender Studies' annual Women's Week. A total of 36 contemporary pieces by women were selected, each detailing a distinct perspective.

**Karen N. Teliha.** *Understanding the World Around You: Lessons in Environmental Science for Elementary School Teachers and Their Students.* Thesis Advisor: Timothy Lyon

An elementary education major with an intense interest in science, Karen created a manual of environmental science experiments for use in the elementary school. Each lesson features a materials list, illustrated guidelines for the experiment, and a list of discussion questions. Throughout, Karen's dedication to the environment and to the hands-on learning approach is evident.

## INFORMATION FOR ADVISORS

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EXCEPT FOR THE REQUIREMENTS GIVEN IN THE 'ROLE OF THE HONORS COLLEGE,' THE HONORS COLLEGE EXPECTS THAT YOU AND THE STUDENTS WHOM YOU ARE DIRECTING WILL TOGETHER MAKE DECISIONS REGARDING THE SCOPE OF THE PROJECT, MEETING TO DISCUSS WORK IN PROGRESS, FORMAT, DOCUMENTATION, AND SO ON. HOWEVER, WE DO OFFER THE FOLLOWING ADVICE, COMPILED FROM THE COMMENTS OF RECENT ADVISORS OF HONRS 499:

1. As you talk with your student about the scope of his or her project, you may want to chart a course which is *via media* between the conventional research paper and the M.A. thesis. Although the senior Honors thesis probably will not be as extensive a project as a Master's level thesis, it should represent more expense of time and talent than an ordinary term paper. *Remember that your student will receive three hours of credit for the work he or she does on this senior Honors project.*
2. Early on, get a clear indication from your student of just what he or she proposes. Some advisors require that their students submit written proposals outlining their plans for the thesis or project. Although this is not an Honors College requirement, it may certainly be your own.
3. When meeting to discuss work in progress, make clear that you also want to see work that has been done—drafts of written texts, collected data, results of surveys, preliminary sketches, photographs, or whatever relevant material you need to examine in order to make sure the project is on track. Doing so will help to protect you and your student from the unpleasant discovery, near the end of the term, that the work which has been done is unacceptable.
4. For a researched paper, specify the documentation style you require and be prepared to offer examples of correct form. Remind the student that a bibliography, references list, or works cited page must accompany a researched paper.
5. As you check work in progress, evaluate both content and form, and don't hesitate to ask for revisions in either area. It is a good idea to let your student know that both you and the Honors College expect completed papers to be free of errors in grammar, spelling, and punctuation.
6. You may want to remind the student whom you are advising that he or she will be responsible for making more than one copy of the completed thesis or creative project. The copy which has your comments and the grade you have assigned will be for the student to keep. The Honors College wants to receive an unmarked copy, from which any errors in grammar, spelling, and punctuation have been eliminated.
7. As thesis/creative project advisor, you are free to assign whatever grade you consider appropriate. Keep in mind, however, that theses and projects are stored in Special Collections of Bracken Library. Understandably, you may be reluctant to sign a thesis which represents merely passing work.. This is another reason for the importance of regular meetings with your student and careful checking of work in progress. Using this approach, you should be able, early on, to 'redirect' a thesis or project which has taken a wrong turn and save yourself and your student from end-of-term difficulties.
8. If you have turned in an 'I' for a student who does not complete his or her thesis within one semester, remember that you will need, when the student does complete the work, to turn in a grade-change form. (The grade of I *must* be removed within one calendar year from the date it is awarded, and before the grading period of the semester in which the student plans to graduate.)

## THESIS CHECKLIST

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MAKE SURE ALL BOXS ARE CHECKED OFF BEFORE TURNING IN YOUR THESIS.

- TOPIC APPROVED
- WORK CORRECTLY DOCUMENTED
- ABSTRACT AND ACKNOWLEDGEMENTS IN PLACE
- COVER PAGE SIGNED BY ADVISOR
- PROJECT PROOFREAD AND SPELLCHECKED
- BINDER CORRECTLY LABELED
- TWO COPIES PREPARED (ONE FOR ADVISOR & ONE FOR HONORS COLLEGE)

*Honors  
Thesis  
guide*

WRITTEN BY JOANNE EDMONDS

REVISED BY RACHEL POPMA

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