

HON 4497 Syllabus Honors Senior Capstone Proposal



Honors Supervisor: Drs. Lisa Adams, Rita Bailey, Michelle Miles, Julia Morrissey, or Lynn Stallings
Faculty Supervisor: *differs for each student*
Department/School Liaison: See <http://honors.kennesaw.edu/honors-faculty/>

Honors Senior Capstone Proposal (0-1 credit hours)

To complete their Honors requirements, students design and execute a senior project reflecting original research; an original synthesis of existing research; an application of existing research to a new context; original creative work, or the design and coordination of a major-related service learning project in the major. This first zero- or one-hour capstone course gives them credit for producing a substantive Honors capstone proposal. This course is required of all students in the Undergraduate Honors Program.

Expectations for Proposal:

The Honors capstone should showcase what students have learned in their majors and prepare students for the next step in their academic or professional lives. Traditionally, the Honors College has required an original research paper of at least 25 pages for the capstone; a creative work based on an understanding of trends in the medium; or a service project that the student initiates, organizes, and documents in writing. All of these types of projects remain possibilities. The College is open to scholarly capstones that do not fit in any of these categories if they represent a similar degree of rigor, effort, and relevance to the student's goals. Each capstone must meet the expectations of the major department/school. The department/school liaison and faculty supervisor will mentor the student towards meeting these expectations. If the major already includes a capstone, the Honors capstone will have a deepened or extended Honors element that distinguishes it from others in the major.

A successful capstone proposal will demonstrate that the student has thoroughly planned and prepared for the capstone project in close communication with the faculty supervisor and department/school Honors liaison. Strong capstone proposals position the student well for the completion of a high-quality capstone project. Although the Honors College doesn't require a certain number of pages, a thorough proposal will most likely require more than six double-spaced pages and will lay the foundation for a thorough and Honors-quality capstone is a substantive work, one which serves as a *capstone* or crowning achievement of the Honors student's undergraduate career.

Honors Foundations: Every Honors course has the following learning outcomes with differing emphasis across the program.

- 1) **Critical Thinking:** Students analyze and evaluate information. Students synthesize information to develop effective arguments and justify positions.
- 2) **Leadership:** Students understand elements of leadership, identify and develop their own leadership skills, and seek opportunities to demonstrate leadership knowledge, skills, and dispositions.
- 3) **Interdisciplinary Learning:** Students can articulate how their major field of study relates to other disciplines and to the world around them. Students deepen their knowledge of their own field of study through connections to other disciplines and through applications to the world around them.
- 4) **Creativity and Innovation:** Students demonstrate creative thinking, problem solving, and innovation in addressing challenges or new situations by applying their disciplinary knowledge and skills in non-routine ways.
- 5) **Information Fluency:** Students select appropriate sources and search strategies to gather information. They critically evaluate sources and content found. Students learn and refine skills of traditional digital literacy, integrating technology with discipline-specific knowledge, critical thinking, presentation, participation, and communication skills.
- 6) **Professionalism:** Students develop and refine the behaviors, goals, and dispositions that characterize professions related to their majors or the work of professionals more generally.
- 7) **Appreciation of Diverse Viewpoints:** Students seek to understand and appreciate different perspectives and arguments. Students appreciate diversity in all of its many forms.
- 8) **Effective Communication:** Students develop, improve, and refine clear communication skills across communication modes and mediums.

Academic Integrity Statement

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5c of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement. See also <https://web.kennesaw.edu/scai/content/ksu-student-code-conduct>.

Grading

The course is graded Satisfactory or Unsatisfactory. To earn an S, you must do the following by the dates listed below:

By this date Complete the following:

- 1/18** Meet with your Honors supervisor.
- 2/8** **INITIAL CHECKPOINT:** Identify and contact your faculty supervisor and department/school liaison. Meet with your faculty supervisor to discuss possible topics and a timeline for your capstone proposal work. Submit that information and signatures of the faculty supervisor and departmental liaison at <http://honors.kennesaw.edu/programs/documents.php>
- 2/27** **Last Day to Withdraw without Academic Penalty**
- 3/22** Submit a draft of your capstone proposal to your faculty supervisor and department/school liaison by email.
- 3/29** Faculty supervisor and department/school liaison are asked to provide feedback.
- 4/12** Submit final draft of Capstone Proposal to faculty for approval.
- 4/26** **FINAL CHECKPOINT:** Submit your final revised capstone proposal AND approval page with signatures to the Honors College at <http://honors.kennesaw.edu/programs/documents.php>

(The Honors College recommends these deadlines to ensure students have time to develop capstone proposals of Honors quality. Some faculty supervisors may find earlier deadlines to be preferable, depending on the type of project.)

Proposal Description

1) **What type of project will you complete?** Please describe the project using the guidelines given below for the type of project you have planned. Keep in mind that every project is different. *Talk to faculty supervisor and departmental Honors liaison about which of the types below are appropriate for your project and any expectations for Honors capstones in your major.*

a) Research projects

- i) Describe your project and final product.
- ii) What are your research question or topic?
- iii) What's your rationale for doing this study?
- iv) What is original about your project?
- v) Describe your research design or methodology.
- vi) Provide a reference list or annotated bibliography of related research.

b) Creative projects

- i) Describe your project and final product.
- ii) Explain how your work will be related to historical and, especially, current trends in your art form. For the finished capstone, you will expand this discussion into a paper that also includes your reflections about your creative choices and results.
- iii) Provide a reference list or annotated bibliography related to the history of your art form.

c) Scholarly Service projects

- i) Describe your project and final product.
- ii) What is the specific need you plan to meet?
- iii) How did you learn about the need for the service you will provide?
- iv) How did you explore what service was needed by the client (agency, unit, etc.)?
- v) How can you document the importance of the service?
- vi) What similar projects might inform your work?
- vii) What research will you conduct to enable you to meet this need?
- viii) Provide a reference list or annotated bibliography of related research and resources.

d) Other projects

- i) Describe your project and final product.
- ii) Why is this project important?
- iii) What is your rationale for doing this project?
- iv) What might you learn from similar projects?
- v) Provide a reference list or annotated bibliography of related research as is appropriate.

2) Describe how your capstone is relevant to your future goals.

3) Explain how the capstone project will demonstrate your strength in at least one of the eight Honors Foundations:

- i) Appreciation of Diverse Perspectives
- ii) Creativity and Innovation
- iii) Critical Thinking
- iv) Effective Communication
- v) Information Fluency
- vi) Interdisciplinary Learning
- vii) Leadership
- viii) Professionalism

4) What makes the project an Honors capstone? Why is the quality or distinctive approach worthy of designation as an Honors capstone? If your major includes a capstone, what distinguishes yours from others in your major in quality, approach, and/or originality?

Note:

- **Faculty supervisor** – Each Honors student will ask a faculty member from their major/discipline to serve as primary advisor for their capstone. The faculty member will work with the student to decide on a focused topic or inquiry for the capstone and to propose a plan and timeline for the capstone. The faculty supervisor will also provide feedback on drafts of the capstone at various stages.
- **Departmental liaison** – Each academic department or school has designated one faculty member to serve as a second reader for capstone proposals, to serve as liaison to the Honors College, to help Honors students find capstone supervisors and to provide support to faculty supervising capstones. This departmental liaison will ensure that each Honors student produces an Honors capstone that meets a consistently high standard within the discipline.
- **Honors supervisor** – Each Honors student works with one faculty member from the Honors College to ensure the capstone meets Honors College standards. Honors supervisors are assigned by major.

Capstone Standards

Adapted from AAC&U VALUE Rubrics (<https://www.aacu.org/value-rubrics>).

To ensure Honors students have flexibility in types of Capstones, an “Other” category is listed above. Although many of the criteria below may apply, standards for Capstones in this category will be negotiated with your faculty supervisor, department Honors liaison, and Honors supervisor.

	<i>Research Capstone</i>	<i>Applied Research Capstone</i>	<i>Scholarly Service Capstone</i>	<i>Creative Capstone</i>
Capstone Products	<p>Your Capstone products will include research in your discipline and a Capstone paper on that research.</p> <p>Your Capstone paper will</p> <ul style="list-style-type: none"> ▪ be similar to a professional journal article in your field ▪ be an appropriate length for Capstones in your major ▪ be in the style (e.g., APA, MLA) used in your discipline ▪ address the expectations below 	<p>Your Capstone products will include applied research in your discipline, which may result in a product or a process, and a Capstone paper on that research.</p> <p>Your Capstone paper will</p> <ul style="list-style-type: none"> ▪ be similar to a professional journal article in your field ▪ be an appropriate length for Capstones in your major ▪ be in the style (e.g., APA, MLA) used in your discipline ▪ address the expectations below 	<p>Your Capstone products will include a project addressing a need related to your discipline and a Capstone paper on the project.</p> <p>Your Capstone paper will</p> <ul style="list-style-type: none"> ▪ be similar to a professional journal article in your field ▪ be an appropriate length for Capstones in your major ▪ be in the style (e.g., APA, MLA) used in your discipline ▪ address the expectations below 	<p>Your Capstone products will include a finished creative product that represents excellence in your chosen form of expression and a Capstone paper.</p> <p>Your Capstone paper will</p> <ul style="list-style-type: none"> ▪ include a research essay explaining how the work relates to historical and, especially, current trends in your medium. The essay should also reflect on your creative choices and results. ▪ be in the style (e.g., APA, MLA) of your discipline ▪ address the expectations below
Professionalism	<p>To ensure you produce the highest quality Honors Capstones possible, make sure to</p> <ul style="list-style-type: none"> ▪ Be proactive about contacting and meeting with faculty supervisor, departmental Honors liaison, and Honors supervisor. ▪ Stay in regular contact with faculty supervisor. When you meet with your faculty supervisor, be very organized so that you can optimize the time you spend together and advance your Capstone project. ▪ Make each draft as strong as possible before submission for feedback, including proofreading for typographical errors and for the correct style. Faculty supervisors can then focus on the substance of your work. Consider using KSU’s Writing Center as a resource. ▪ Meet deadlines (listed above). 			
Topic	Research question is	Research problem is	Identified need is	Potential product is

	<i>Research Capstone</i>	<i>Applied Research Capstone</i>	<i>Scholarly Service Capstone</i>	<i>Creative Capstone</i>
	<ul style="list-style-type: none"> ▪ clearly defined ▪ focused ▪ manageable ▪ potentially significant ▪ not fully explored by others 	<ul style="list-style-type: none"> ▪ clearly defined ▪ focused ▪ manageable ▪ potentially significant ▪ not fully explored by others 	<ul style="list-style-type: none"> ▪ clearly defined ▪ focused ▪ manageable ▪ potentially significant ▪ not fully explored by others 	<ul style="list-style-type: none"> ▪ creative ▪ manageable
<i>Rationale & Context</i>	<p>Explanation of issues is</p> <ul style="list-style-type: none"> ▪ stated clearly ▪ described thoroughly 	<p>Explanation of issues is</p> <ul style="list-style-type: none"> ▪ stated clearly ▪ described thoroughly 	<p>Explanation of issues is</p> <ul style="list-style-type: none"> ▪ stated clearly ▪ described thoroughly 	<p>Explanation of context is</p> <ul style="list-style-type: none"> ▪ stated clearly ▪ described thoroughly
<i>Review of Relevant Research</i>	<p>Sources</p> <ul style="list-style-type: none"> ▪ sufficient number to understand topic ▪ appropriate to the scope and discipline <p>Selected based on multiple evaluative criteria:</p> <ul style="list-style-type: none"> ▪ relevance to the research question ▪ currency ▪ authority ▪ accuracy ▪ audience ▪ bias or point of view <p>Review of related work includes</p> <ul style="list-style-type: none"> ▪ description, interpretation, and evaluation of work of others ▪ a comprehensive analysis or synthesis of the topic 	<p>Sources</p> <ul style="list-style-type: none"> ▪ sufficient number to understand problem ▪ appropriate to the scope and discipline <p>Selected based on multiple evaluative criteria:</p> <ul style="list-style-type: none"> ▪ relevance to the research question ▪ currency ▪ authority ▪ accuracy ▪ audience ▪ bias or point of view <p>Review of related work includes</p> <ul style="list-style-type: none"> ▪ description, interpretation, and evaluation of work of others ▪ a comprehensive analysis or synthesis of the topic 	<p>Sources</p> <ul style="list-style-type: none"> ▪ sufficient number to understand need ▪ appropriate to the scope and discipline <p>Selected based on multiple evaluative criteria:</p> <ul style="list-style-type: none"> ▪ relevance to the research question ▪ currency ▪ authority ▪ accuracy ▪ audience ▪ bias or point of view <p>Review of related work includes</p> <ul style="list-style-type: none"> ▪ description, interpretation, and evaluation of work of others ▪ a comprehensive analysis or synthesis of the topic 	<p>Sources</p> <ul style="list-style-type: none"> ▪ sufficient number to understand historical and current trends ▪ appropriate to the scope and discipline <p>Selected based on multiple evaluative criteria:</p> <ul style="list-style-type: none"> ▪ relevance to the research question ▪ currency ▪ authority ▪ accuracy ▪ audience ▪ bias or point of view <p>Review of related work includes</p> <ul style="list-style-type: none"> ▪ description, interpretation, and evaluation of work of others ▪ a comprehensive analysis or synthesis of the topic ▪
<i>Methods/Approach</i>	Methodology is	Methodology/Approach	Methodology/Approach	Methodology/Approach is

	<i>Research Capstone</i>	<i>Applied Research Capstone</i>	<i>Scholarly Service Capstone</i>	<i>Creative Capstone</i>
	<ul style="list-style-type: none"> ▪ described clearly ▪ appropriate for discipline 	<ul style="list-style-type: none"> ▪ described clearly ▪ appropriate for discipline ▪ identifies several possible approaches and advantages/disadvantages of each solution ▪ proposes a solution that demonstrates a deep comprehension of the problem ▪ evaluation of possible solutions includes history of the problem, feasibility of solution and potential impacts of solution <p>Solution is sensitive to</p> <ul style="list-style-type: none"> ▪ context and constraints (materials, resources, etc.) ▪ ethical and cultural dimensions of the problem 	<ul style="list-style-type: none"> ▪ described clearly ▪ appropriate for discipline ▪ identifies several possible approaches and advantages/disadvantages of each solution ▪ proposes a solution that demonstrates a deep comprehension of the problem ▪ evaluation of possible solution includes history of the problem, feasibility of solution and potential impacts of solution <p>Solution is sensitive to</p> <ul style="list-style-type: none"> ▪ context and constraints (materials, resources, etc.) ▪ ethical and cultural dimensions of the problem 	<ul style="list-style-type: none"> ▪ described clearly ▪ appropriate within discipline
Creative Thinking/ Creativity	<p>Capstone</p> <ul style="list-style-type: none"> ▪ Extends a novel or unique idea, question, format, or product ▪ Creates, deepens, or extends knowledge or produces knowledge that crosses boundaries. ▪ Connects, synthesizes, or transforms ideas. 	<p>Capstone</p> <ul style="list-style-type: none"> ▪ Extends a novel or unique idea, question, format, or product. ▪ Creates, deepens, or extends knowledge or produces knowledge that crosses boundaries. ▪ Connects, synthesizes, or transforms ideas. 	<p>Capstone</p> <ul style="list-style-type: none"> ▪ Identifies appropriate and innovative solution to needs. ▪ Creates, deepens, or extends an existing approach to address identified needs. ▪ Connects, synthesizes, or transforms ideas. 	<p>Capstone</p> <ul style="list-style-type: none"> ▪ Develops a novel or unique idea, format, or product. ▪ Deepens or extends existing approaches, genres, or use of media or creates new form. ▪ Connects, synthesizes, or transforms ideas.
Quantitative Literacy	<i>Relevant for many Capstones</i>	<i>Relevant for most Capstones</i>	<i>Relevant for some Capstones</i>	

	<i>Research Capstone</i>	<i>Applied Research Capstone</i>	<i>Scholarly Service Capstone</i>	<i>Creative Capstone</i>
	<p>Calculations are</p> <ul style="list-style-type: none"> ▪ accurate ▪ appropriate for addressing the problem ▪ presented elegantly (clearly, concisely, etc.) ▪ assumptions are described <p>Quantitative analysis of data is the basis for</p> <ul style="list-style-type: none"> ▪ discussion of research question ▪ carefully qualified conclusions 	<p>Calculations are</p> <ul style="list-style-type: none"> ▪ accurate ▪ appropriate for addressing the problem ▪ presented elegantly (clearly, concisely, etc.) ▪ assumptions are described <p>Quantitative analysis of data is the basis for</p> <ul style="list-style-type: none"> ▪ discussion of research question ▪ carefully qualified conclusions 	<p>Calculations are</p> <ul style="list-style-type: none"> ▪ accurate ▪ appropriate for addressing the problem ▪ presented elegantly (clearly, concisely, etc.) ▪ assumptions are described <p>Quantitative analysis of data is the basis for</p> <ul style="list-style-type: none"> ▪ discussion of research question ▪ carefully qualified conclusions 	
Discussion and Analysis	<p>The Capstone paper</p> <ul style="list-style-type: none"> ▪ discusses the implementation of the research methods ▪ synthesizes evidence gathered ▪ reveals insightful patterns, differences, or similarities 	<p>Product/solution is implemented in a manner that</p> <ul style="list-style-type: none"> ▪ addresses thoroughly and deeply multiple contextual factors of the problem. <p>The Capstone paper</p> <ul style="list-style-type: none"> ▪ discusses the implementation of the solution/product ▪ synthesizes evidence gathered ▪ reveals insightful patterns, differences, or similarities 	<p>Service project implements the solution/approach in a manner that</p> <ul style="list-style-type: none"> ▪ is based on student's research ▪ addresses thoroughly and deeply multiple contextual factors of the problem. <p>The Capstone paper</p> <ul style="list-style-type: none"> ▪ discusses the implementation of the service project ▪ synthesizes evidence gathered 	<p>Creative product</p> <ul style="list-style-type: none"> ▪ demonstrates proficiency in chosen artistic form <p>The Capstone paper</p> <ul style="list-style-type: none"> ▪ analyzes student's work in relation to historical context and work of other artists
Conclusions/Reflections	In the Capstone paper, conclusions	In the Capstone paper, conclusions	In the Capstone paper, conclusions	In the Capstone paper, conclusions

	<i>Research Capstone</i>	<i>Applied Research Capstone</i>	<i>Scholarly Service Capstone</i>	<i>Creative Capstone</i>
	<ul style="list-style-type: none"> ▪ review results relative to the research question ▪ summarize student's findings and analysis ▪ are based on evidence ▪ are logical ▪ reflect student's informed evaluation and ability to synthesize evidence and perspectives of other researchers ▪ provide specific recommendations for other researchers 	<ul style="list-style-type: none"> ▪ review results relative to the problem defined ▪ summarize student's findings and analysis ▪ are based on evidence ▪ are logical ▪ reflect student's informed evaluation and ability to synthesize evidence and perspectives of other researchers ▪ provide specific recommendations for others addressing the problem 	<ul style="list-style-type: none"> ▪ review results relative to the need defined ▪ summarize student's findings and analysis ▪ are based on evidence ▪ are logical ▪ reflect student's informed evaluation and ability to synthesize evidence and perspectives of others ▪ provide specific recommendations for others addressing the problem 	<ul style="list-style-type: none"> ▪ evaluate creative process and product using domain-appropriate criteria.
Written Communication	<p>Context of and Purpose for Writing Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.</p> <p>Genre and Disciplinary Conventions Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices</p> <p>Control of Syntax and Mechanics Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free.</p>			