
Communication Sciences and Disorders: Honors-in-Major

Benefits of Completing Honors-in-Major

- Added distinction in the graduate application or job market
- Learning about research methods
- Demonstrating a cultivated strength in an area of the field
- Demonstrating skill in project management, implementation, analysis, writing and presentation

Admissions Criteria

To meet requirement for the Communication Sciences and Disorders Department Honors-in-Major, students must maintain a 3.75 cumulative GPA, receive a B or better in all CSD Honors courses. Students may apply to the CSD Honors-in-Major prior entering their junior year in the upcoming Fall semester and be a declared CSD major. Applications are considered for students who meet the application requirements pending placement with an advisor/mentor. Once admitted to the CSD Honors-in-Major, the cumulative 3.75 GPA must be maintained to remain in the program as well to graduate with honors in major.

Students in the UNH Honors Program must apply for placement with an advisor/mentor and must meet and continue to meet the UNH Honors Program requirements for GPA and course completions.

Honors Courses

Honors course contracts are completed and signed by the student, course instructor, and CSD Honors Liaison and submitted to the Registrar's Office. Honors designated courses permit the student, with Instructor guidance, to be creative, show independent learning, and stimulate intellectual discussion about the topics covered in a course, but above and beyond that stated in the syllabus. The student and Instructor will agree on additional components of a class that will expand skills in the following: writing, library research, conceptualization and critical thinking. Additional tasks should increase the time/effort/difficulty of the course by 1/4 to 1/3 and include:

- Higher levels of student participation
- Higher standards of performance
- Advanced supplemental reading
- More opportunities for writing, student presentations to class or campus audiences
- Greater depth and/or breadth of subject matter requiring synthesis of different perspectives
- Opportunities for publication or presentation to public
- Community-based, high impact experiences: field trips, interviews, etc.
- Leadership through leading discussion groups or assisting faculty with preparation or delivery of instructional material

Requirements

- 3 CSD courses must be designated as Honors (12 credits) and may include any 4-credit COMM 600- or 700-level course (COMM 522 is also an option) with Instructor and CSD Honors Liaison approval.

- Suggested enrollment in COMM 798H or HMP 798H Seminar in Inter-Professional Research Methods (2 credits)
 - Suggested enrollment in INCO 590 or 790 to get started in a research lab and on thesis development (4-8 credits)
 - COMM 799H Honors Thesis (4-8 credits).
 - A written thesis directed by a **committee** of faculty members with expertise in the student's chosen area of study. The committee will be made up of a CSD Advisor and at least 1 Reader. Advisor must be a tenure-track faculty member and all committee members should have a PhD. Other readers are allowable on a case-by-case situation.
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Proposal Submissions

- The student's Advisor, the CSD Honors Liaison, and the Department Chair will review an Honors Thesis proposal, including IRB approval if needed. This proposal must be submitted by May of the Junior or September of the Senior year.
- The final draft of the Honors thesis must be submitted to the student's committee by mid-March of the Senior year.
- An Honors thesis will be presented in a CSD department colloquium and a thesis defense scheduled with the student's committee to finalize the grade and sign off submission of the thesis to the UNH Honors Program.
- An Honors thesis will be presented at the UNH Undergraduate Research Conference and the College of Health and Human Service Grimes Undergraduate Research Competition.

Timeline	Year	Time of Year
Application to the CSD Honors-in-Major	Sophomore	By end of Spring semester
Consider enrolling in COMM/HMP 798H Inter-Professional Research Methods	Junior	Fall semester
Consider enrolling in INCO 590/790 with your potential Thesis Advisor or other recommended laboratory	Junior	Fall and/or Spring semester
Identify Honors Thesis Advisor and Committee	Junior	By end of Spring semester
Thesis Proposal	Junior/Senior	By May of Junior or September of Senior year
Present Results at the Undergraduate Research Conference	Senior	April
Oral presentation at the Grimes Undergraduate Research Competition in CHHS	Senior	End of Spring semester
Thesis Defense	Senior	Final exam for Honors Thesis with presentation at a CSD colloquium and meeting with the student's committee
Submit Honors Thesis	Senior	Three copies of the thesis should be submitted – one for the student, one for the UNH Honors Program (scholars.unh.edu/honors/) and one for the CSD

Timeline**Year****Time of Year**

Department.

Student Guidelines for the Honors Thesis

The Honors thesis is a scholarly work based on either (1) hypothesis-based research, (2) a scholarly systematic review of a topic area, or (3) a thought-provoking theoretical contribution. Guidelines for each of these type of work are expanded below:

Hypothesis-driven research appeals to a broad audience by emphasizing a study rationale, including alternative experimental outcomes, and justifying the arguments through thorough testing of the hypotheses and interpretation of the results. The end product should be a potentially publishable manuscript in a peer-reviewed journal with the following sections: Title Page, Abstract (200 words), Text or Body of the paper (to include Introduction, Methods and Materials, Results, and Discussion), References, Tables/Charts/Figures, and Supplementary Materials (as needed).

Systematic Reviews serve to identify, appraise and synthesize research evidence from studies based on a strict protocol. A rigorous approach ensures all possible and relevant research bases are considered and a thorough analysis of the original studies are made, minimizing the risk of bias, and providing a transparent study that may be replicated. A reader should be able to draw the same conclusions or exercise judgment concerning existing flaws in the existing literature given an impartial perspective from the author. A systematic review need not be exhaustive and does not simply mirror the information being reviewed, but rather serve a gatekeeping, policing and productive perspective rather than mirroring the information being reviewed. To summarize, "a Systematic Review attempts to bring the same level of rigor to reviewing research evidence as should be used

in producing that research evidence in the first place” (Crombie & Davies, 2006, p1).
Examples of systematic reviews include:

- Meta-analyses
- Best-evidence synthesis – adding rational, systematic methods in study selection and effectiveness of treatment (e.g., using effect size)
- Narrative review – e.g., meta-ethnography and phenomenology
- Integrative research review – synthesize accumulated state of knowledge on related topics
- Theoretical review – describing in a critical way the evolution of theories and how they are understood in different contexts
- Methodological review – describing employed research designs, methods and procedures in a particular area of research
- Thematic review – identifying weaknesses and disseminating key steps in improving a particular issue
- State-of-the-art review – summarizing current and emerging trends, research priorities and standardizations in a field of interest
- Historical review – exploring phenomena framed with in the historical context

Theoretical Contributions add value to current thinking by posing new theories, modifying or extending current theories to alter scholars’ extant view on a particular topic. Such a contribution should be built on well-founded convincing argumentation and grounded in reasonable, explicit views and empirical research (Whetten, 1989).

Hallmarks of an “Excellent” Piece of Scientific Writing (adapted from UC Davis “Writing across Curriculum” Program):

- Ideas: A well-written thesis will provide a thoughtful answer to a question worth asking. The hypothesis and central ideas of the work are clearly stated. The thesis clearly

addresses any nuances and complexity, but stays on track, without straying unnecessarily from the main point.

- Support: The data presented convincingly support the main conclusion(s). It should be clear that the author has critically and thoroughly analyzed the data, as well as the work of others.
- Organization and Coherence: The document is well organized and logically structured and follows a standard scientific format that is familiar to the reader. Transitions are well crafted and lead the reader easily from one experiment and/or observation and/or idea to the next. Paragraphs make clear points in support of the question/hypothesis and represent logical transitions from one idea to the next.
- Style: The document demonstrates that the author has a clear command of the English language. The sentence style is appropriate for the scientific audience and varied enough to keep their interest. Words are chosen carefully and for their precise meaning.
- Mechanics: The document contains very few, if any, spelling, punctuation, or grammatical errors. Abbreviations are defined the first time they appear in the text. References follow standard, accepted format.

Anatomy of the Thesis

Writing Style

In response to the question “How long should my thesis be?” It should be long enough to clearly establish the rationale and research questions, present your data, and discuss the results and implications of the work – there is no magic number of pages or words. However, as a general guide, the thesis should be 30 to 50 pages in length, including a title page, abstract page, tables, figures, and references.

- APA style is used, with the exception of placing tables and figures within the text
- Contractions and informal language are avoided
- “Person-first language” (e.g., “adults with aphasia”, not “aphasia adults”) is used

- Third-person verb tense is used
- Numbers below 10 are written as words; numbers 10 and above are written as numerals
- Acronyms are only used if they will help readers understand the thesis. Acronyms are introduced in parentheses, then used consistently in remainder of the paper

Basic Formatting for the Entire Thesis

- 12-point Times or Times New Roman font
- Margins are one inch on all sides throughout the thesis
- Double spacing is used (without extra space between paragraphs or over headings)
- APA headings reflect the structure of the paper

Title Page

- Title is concise and informative about the contents of the thesis, including the key words describing the work to be presented. It should be centered in bold toward to middle of the page.
- Below the title, list the authors and their affiliations each centered and not in bold
- Contact author: at the bottom left, provide the name and contact information for the author to be contacted with questions about the manuscript.

Abstract Page

The abstract should provide a reader with enough information that they may decide whether or not to read the rest of the paper. The abstract should include the following sections:

- Purpose: a concise statement about the specific purposes, questions answered, or hypotheses tested.
- Method: brief description of the participants (number, healthy/disorder/etc.), information about the review type, research design (e.g., pre-post treatment study, ethnographic study) and data collection methods.

- Results: brief summary of the findings as they apply to the stated purpose. Statistics should not be reported here.
- Conclusions: brief overview of the findings as they meet (or not) the stated purposes of the article.

The Abstract should be limited to 150-250 words using terms that are understandable to most readers. Two to four keywords that are logical search words for your topic are included.

Body of the Manuscript (guidance from ASHA journals)

1. Introduction: a description of the theoretical background and rationale for the study. Gaps or disagreements in past research are pointed out to set up why this study is important. It is in this section that the research questions are stated with specific hypotheses posed.
2. Method (first level heading): a clear and precise objective explanation of how the study is carried out and why specific procedures are used. This section should address any questions that a reader may have about how the experiment/data analysis was conducted and should be detailed enough that (1) the study could be repeated by others to replicate the findings and (2) the reader can judge the study's validity. If participants were studied, their selection and general characteristics are described. The outcomes of analyses are not reported in the Method section.
3. Results (first level heading): a text-based representation of the key findings that reference each of the Tables or Figures provided. The text should guide the reader through the results, stressing key results that answer the research questions/hypotheses presented in Introduction. The writing is objective and avoids interpretations of the results. APA Style is used for tables.
4. Discussion (first level heading): Results are discussed in relation to the existing literature on the topic. The author interprets the findings, evaluates the hypotheses or research questions, discusses unexpected results, and ties the findings to previous literature. Any shortcomings of the project are explained. A summary section describes the thesis in one or two paragraphs.

5. References (first level heading): All literature cited in the text, as well as assessment tools, specialized software (e.g., statistical packages) are referenced using APA style.
6. Tables and Figures: Tables present lists of numbers or text in columns, each column having a title or label. Figures are visual presentations of results, including graphs, diagrams, photos, drawings, schematics, maps, etc. Each table or figure should appear on its own page (i.e., do not put more than one figure or table on the same page). Use Arabic numerals to identify both tables and figures, and do not use suffix letters for complex tables. Instead, simplify complex tables by making two or more separate tables. Table titles and figure captions should be concise but explanatory. The reader should not have to refer to the text to decipher the information. Avoid “special effects” in figures (e.g., three-dimensional bar graphs) because they distort, rather than enhance, the data and distract the reader.
7. Supplemental Materials or Appendices: these are optional materials that may be included to present information that further enhance the manuscript, but are not essential to the understanding of the paper. They should be referenced in the text where appropriate (e.g., Appendix 1) and accompanied by a concise description for each.

Also see:

http://mcb.berkeley.edu/sites/mcb.berkeley.edu/files/downloads/undergrad/Beatty_Honors_Thesis_writing_tips%202015.pdf

Plagiarism (copying text or figures from any source, printed or online, without attribution) will result in a failing grade for the thesis and revocation of Honors-in-Major designation. To check your work for plagiarism, UNH subscribes to the checker VeriCite. Please see <https://webcache.googleusercontent.com/search?q=cache:AKGF-bMM8ncJ:https://www.unh.edu/it/kb/article/mycourses-student-guide-submitting-an-assignment-using-vericite.html+%amp;cd=2&hl=en&ct=clnk&gl=us&client=firefox-b-1-ab> for instructions on its use.

Useful references:

Glatthor, A. & Joyner, R. (2005). *Writing the winning thesis or dissertation: A step-by-step guide*. Thousand Oaks, CA: Corwin Press.

Whetten, D.A. (1989). What constitutes a theoretical contribution? *The Academy of Management Review*, 14(4), 490-495.