

PAUL SMITH'S COLLEGE
CAPSTONE PROJECT HANDBOOK

Table of Contents

Section I

General Information	2 - 6
Capstone Project Mentor Responsibilities	7 - 8
Sample of Capstone Mentor Agreement	9
Capstone Project Journal Format	10
Preparation and Guidelines for the Capstone Project Proposal	11 - 16
APA Format for Citations & References	17 - 21
Guidelines for Funding Capstone Projects	22 – 23
Guidelines for Capstone Project Written Report	24 - 29
Suggestions for Oral Presentations	30 - 32
Format for Mini-Abstracts	33

Section II

Capstone Project Forms - available on Web site

Proposed Topic	Mentor/Student Separation
Mentor Information	Application for Deferred Completion
Mentor Agreement	Project Evaluation
Project Funding Request	Peer Evaluation
Project Proposal Signature Sheet	Rubric for Oral Presentation
Project Report Signature Sheet	Rubric for Capstone Project Proposal
	Rubric for Capstone Project Report

PAUL SMITH'S COLLEGE CAPSTONE PROJECT

General Information

Introduction

The Capstone Project is designed to be a culminating endeavor based upon the student's course work, reading, interests and experience. Through the application of principles, theories and methods learned, students analyze, synthesize and evaluate information. The Capstone Project provides a representative sample of a student's work that may be used to assess student learning. Individually, or in small groups, students will work independently on their projects under the supervision of a mentor, who will also participate in the project evaluation. During their junior year, students will take a Capstone Planning seminar which will provide the foundation for their work on the Capstone Projects, and lead to the development of their Capstone Project proposals. As seniors, students will carry out and complete their Capstone Projects, which include a written report and an oral presentation.

A Capstone Coordinator oversees the Capstone courses, and a process has been established to guide students through their Capstone Projects. This process includes a time line for completion of various parts of the project, a system for monitoring progress on the project, and standardized formats that must be followed for both written and oral components of the project.

The Courses

The Capstone Planning Seminar 312 is a one credit course which meets one hour a week. A variety of topics will be presented which are integral to the development of a Capstone Project plan, and important aspects necessary for the successful completion of the Capstone Project will be reviewed. Students are also encouraged to pursue additional opportunities outside of class to expand their knowledge in those topic areas appropriate to their Capstone Project. Various workshops, lectures and other activities may be available. During the course, students will determine their topic, complete a Capstone Project Proposal, and select a mentor who will serve as the student's supervisor for the project. Students will be encouraged to initiate the use of a Capstone Project journal. If students are working on a group project, they will also be required to establish a contract or agreement that identifies each student's responsibilities and review the peer evaluation process that will be used to assess each individual's contribution to the project.

The Capstone Project 432 is a three credit, independent project. Projects are facilitated by required weekly meetings with other students and the Capstone Project course instructor. Students may work individually, or in small groups, to complete the project designed and developed during the Capstone Planning Seminar. A Capstone Project time line will be established by the Capstone Coordinator and course instructors. Incorporating these guidelines, students and their mentors will develop a more detailed time-line for the

project which is signed and submitted to the Capstone Coordinator and instructor within the first three weeks of the semester. During the time students work on and complete their Capstone Projects, they will be expected to regularly communicate with their mentors, access appropriate resources, and submit drafts of their reports for review by their mentor, instructor and the Capstone Coordinator.

The mentor is primarily responsible for supervising the student's progress on the Capstone Project, however an evaluation team comprised of the mentor, Capstone Coordinator, and a representative from the student's academic division will assess the written report and the oral presentation. Peer-evaluations will also be included for students working on group projects. Deadlines for required submissions will be strictly enforced. Final reports submitted after the deadline will be considered late, and may not be accepted by the evaluating team. If accepted, a penalty may be assessed.

Mentors

The mentor will serve as the student's supervisor for the Capstone Project, and is influential in maintaining the quality of the Capstone learning experience. While a mentor, as well as other individuals, will be resources the student may use in the development of the Capstone Project, the student is responsible for satisfying the established standards required for the successful completion of the project. Specific mentor responsibilities are described separately in the Handbook.

Due to the time commitment required for effective mentoring, it is recommended that mentors initiate working with no more than three individual student projects or two student group projects in an academic year. Students should spend some time talking with individuals they might consider as mentors, and seek to identify someone with interests and expertise which complement their Capstone Project topic. While many mentors will be faculty or staff at the College, individuals from other organizations or agencies may be willing to work with students completing their Capstone Projects.

Capstone Project Topics

Students should select the focus of their Capstone Projects based upon courses they have taken, other learning experiences, and their interests relative to their academic programs. While initial experiences may be based at Paul Smith's, it is advisable to consider expanding the focus of projects to provide opportunities that reach beyond the confines of the College. Discussions with faculty members, other college personnel, students, and professionals in related fields may be helpful in developing topic ideas. Students are encouraged to select courses that may provide an introduction to topics of interest, and attend lectures, seminars, and other activities available during the school year to further expand prospective topics or issues to consider. In addition, information pertaining to possible topics contributed by faculty and others may be available to students.

Students may be able to obtain summer work experiences or internships which complement Capstone Project topics. In addition to those situations identified by students, information regarding such opportunities may be available from faculty. It may

also be possible to identify individuals associated with these experiences who can serve as mentors for the students participating in such activities.

Capstone Project Proposal

The Capstone Project Proposal will be developed during the semester of the Capstone Planning Seminar. Information and activities associated with the seminar will help to guide the students in the development of the proposal, and detailed information pertaining to the format of the proposal is presented separately in the Handbook. The proposal for the Capstone Project must be approved by the instructor and mentor by the end of the Capstone Planning Seminar.

References

The References list, developed during the Capstone Planning Seminar, is a working resource, and should reference materials that are relevant to the student's Capstone Project topic that were used in the research and cited in the proposal. Additional work on the Capstone Project will result in the further development of the Project report Reference list.

Students may not have located or obtained these references at this point in the project, however, additional work on the Project Proposal and subsequent Capstone Project will result in the further development of the working References list.

A separate section of the Capstone Handbook contains detailed information on how to effectively access library resources. The searching capabilities available at the library are helpful in identifying resources that pertain to project topics. This process is also useful in determining what work has been done relative to topics, and will guide the further development of Project Proposal and Capstone Project. The student should include references from text books, technical or professional periodicals, proceedings from professional conferences, and government reports or documents, among others.

All entries in the References section prepared for the Capstone Project should include information according to *The Publications Manual of the American Psychological Association*, 5th edition. Copies are available in the library, the Educational Resource Center, and the information can be accessed through links with the Library web site. The Handbook also includes some information and examples of frequently used references.

Funding for Capstone Projects

Students are expected to consider cost in the selection of a Capstone Project, and develop an estimate of costs associated with the proposed Capstone Project. The College will cover the cost of three copies of each final Capstone Project report. One copy will go to the College Library, one to the mentor, and one to the faculty evaluator for the project. Some equipment and supplies may be available for student use, but such use will require coordination with others who use/need the equipment and supplies. Some limited

funding to support projects will be available through the College. (See the Guidelines for Funding for Capstone Projects included in the Handbook.) If students develop a Capstone Project which is affiliated with an outside agency or organization, some funding and/or equipment may be available from such locations. There will be ongoing efforts to identify additional sources of funding that can be used to support student project endeavors.

Capstone Project Journal

Students are encouraged to maintain a journal of activities and information related to the Capstone Project. The journal will be helpful for the organization and management of the project, and will serve as an important resource through the development and completion of the Capstone Project. Students should select a bound notebook for their journals. The purpose of maintaining the journal is to have a single location for accumulation of information relative to the Capstone Project. Journals should keep an up-to-date record of progress on the project, and entries should be made continuously throughout the project. The journal should also be used to record information related to phone conversations, group meetings, meetings with mentors, faculty and other individuals, and any other information pertinent to the project. If such information is not collected in one location, chances of losing information as the project progresses are great!

Written and Oral Presentations

The written and oral components of the Capstone Project represent a significant portion of the learning experience. Information regarding the required formats and details pertaining to these issues will be presented during the Capstone Planning Seminar, and are included in this Handbook. *The Publications Manual of the American Psychological Association, 5th Edition*, is the reference to be used in preparing the written report for the Capstone Project.

The Capstone Project report and oral presentation will be evaluated by the mentor, Capstone Coordinator, and a faculty member in the student's academic division. An evaluation rubric, provided to students and evaluators, will be used to guide the assessment of the written report, and will be incorporated into the determination of the final grade for the Capstone Project.

The standardized evaluation process used to assess student efforts is described in a separate section of the Handbook, and the evaluation forms are included. The final grade for the Capstone Project will be determined by the Capstone Coordinator in consultation with the student's Capstone Project course professor.

Process for Mentor/Student Separation

If a student decides to change his/her Capstone Project, it may be necessary to identify a new mentor more appropriate for the new Project. Under other circumstances, the student and mentor may need to address concerns related to their work together on the Project. If

the mentor or the student believes it is unreasonable or unproductive to continue the association, either participant may initiate the process to dissociate.

The individual requesting the separation must complete the appropriate form, providing the justification for the request. The other person involved must also sign the completed form. The Capstone Coordinator, in consultation with the student's Dean, will make a decision regarding the request. As necessary, the student will then select a new mentor.

Process for Deferral of Completion of Capstone Project

In the case of some significant circumstance which prevents a student from progressing toward completion of the Capstone Project within the designated time period, a student may request a deferral of completion for the project. The student must submit a form by the date indicated in the Capstone Project time line which provides an explanation for the need for the deferral, and presents a plan for completion of the project within the time line established for the Capstone Project in the next semester. The Capstone Project instructor, with the approval of the Capstone Coordinator, his/her Dean and the Provost, reports a Deferral (DEF) on the final grade sheet submitted to the Registrar's office.

PAUL SMITH'S COLLEGE CAPSTONE PROJECT

Mentor Responsibilities

Introduction

A significant component of the baccalaureate student's academic program at Paul Smith's is the Capstone Project. This project is designed to be a culminating endeavor based upon the student's course work, reading, interests, and experience. Individually or in small groups, students will work independently on their projects under the supervision of a mentor, who will also participate in the project evaluation.

Mentor Responsibilities

The following is a list of activities and responsibilities associated with the role of mentor to students working on Capstone Projects. Payment to the mentor will be made at the end of the semester when the Capstone Project is completed and the mentor's responsibilities have been met. It is recommended that a mentor initiate working with up to three individual students or two groups of students per academic year.

The Capstone Planning Seminar

1. Participate in discussions with students who may request your serving as their mentor.
2. Students are expected to arrange regular meetings with mentors, and mentors are encouraged to help facilitate these meetings.
3. Participate in the review of drafts and the final copy of the Capstone Project Proposal submitted by the students you mentor.
4. Provide contacts for students with others who may have interests or expertise related to their topic, and refer students to literature and other sources of information.
5. Complete the appropriate Mentor Agreement form and sign the student's Capstone Project Proposal signature sheet upon approval of the completed proposal.
6. Maintain a record of activities related to your work with Capstone students.

The Capstone Project

1. Review the student's Capstone Project Proposal before the semester the course is taken. If a student wishes to make significant changes to the proposal approved during the Capstone Planning seminar, a revised proposal, approved by the mentor, must be submitted to the Capstone Project course instructor within the first week of the start of the semester for the Capstone Project.

2. At the beginning of the semester, using the guidelines presented in the course time line, work with the student to develop a detailed time line for completion of the project, which is signed by both the student and the mentor. Copies should be submitted to the Capstone Coordinator and the instructor for the Capstone Project course. The following items may be used as guidelines:

a. Participate in regularly scheduled meetings with the student, and encourage student interaction with others who may share interests in the Project.

b. Schedule required presentations of student progress or status reports.

c. Assess the ongoing development of the working reference list, with synopses of resources referenced, and refer students to additional sources of information.

d. Review drafts of sections of the written report as they are scheduled for completion during the semester. Refer to the time line established for the course for specific dates required. The student should also give copies of the first and second drafts to the Capstone Coordinator and the instructor for the course. Return drafts to the student with comments/ recommendations within the time frame designated in the time line for the course.

e. Observe and critique the “dress rehearsal” of the Oral Presentation in advance of the scheduled presentation.

3. Provide assistance to students by identifying others who may serve as resources to students you mentor.

4. Participate in the evaluation of the final Oral Presentation scheduled in weeks 13 - 14 of the semester.*

5. Submit a completed evaluation of the Capstone Project according to the time line established for the course.

*If it is difficult for an off-campus mentor to be present for these activities, efforts will be made to provide technological links for these occasions. If this is not possible, a designee may substitute for the mentor.

PAUL SMITH'S COLLEGE

CAPSTONE PROJECT MENTOR AGREEMENT

Mentor

Address

City

State

Zip Code

Phone (business)

(home)

E-mail

Fax

The person named above agrees to serve as a Mentor for the Capstone Project for the following student(s), listed by name and PSC ID number: (attach sheet with additional names if necessary)

_____ ID# _____

_____ ID# _____

_____ ID# _____

from _____ to _____ (est. dates), for which s/he will be paid \$_____ according to the schedule listed below. Payment will be made at the end of the semester the Capstone Project is completed and the Mentor's responsibilities have been fulfilled. On a separate sheet, please provide a brief description of your interests and experience related to the students' Capstone Projects you will mentor.

Compensation for Mentors:

- Individual student \$250
- Student groups \$250 for the 1st student
- \$150 for each additional student up to 3
- \$100 for each student over 3

Signature of Mentor

Signature of Capstone Coordinator

Social Security Number

Date

Date

Signature of Provost

Date

- Distribute:
- Office of Academic Affairs
 - Capstone Coordinator
 - Payroll (faculty)
 - Accounts Payable (non-faculty)

**PAUL SMITH'S COLLEGE
CAPSTONE PROJECT**

Capstone Journal Format

The Capstone journal is intended to provide a single location for accumulation of information relative to the Capstone Project. This record of activities and pertinent information will be helpful for the organization and management of the project. Journals should keep an up-to-date record of progress on the project. The journal should also be used to record information related to phone conversations, group meetings, meetings with mentors, faculty and other individuals, and any other information significant to the project. If such information is not collected in one location, chances of losing information as the project progresses are great!

Journal Format

The first few pages of the journal will be used for an index using the following format: the first column gives a reference number for each activity, the second column lists the date of the activity, the third column provides a short description of the activity, and the fourth column gives an estimate of the time (in hours) spent on the activity. The fifth column lists the page in the journal where the entry is found. See the example below:

REF	DATE	DESCRIPTION OF ACTIVITY	TIME(hrs)	PAGE
-----	------	-------------------------	-----------	------

The rest of the notebook will be used to record all relevant Capstone Project data and information. All pages of the journal notebook should be numbered sequentially. Each activity should be referenced by the appropriate number and dated. The information for each activity should be recorded as it is performed. Do not write information on a separate sheet of paper, to be transcribed later into the journal - such paper is likely to be lost! If information is recorded without the journal, it should be photocopied and glued into the notebook.

As work on the Capstone Project progresses, the journal will accumulate a tremendous amount of information. It will be most effective as a valuable resource if the information is detailed, well organized and easily accessible.

**PAUL SMITH'S COLLEGE
CAPSTONE PROJECT**

Preparation for the Capstone Project Proposal

The purpose of the Capstone Project Proposal is to:

- a. Identify the topic of your Capstone Project
- b. Initiate the organization of the Capstone Project
- c. Prepare an initial Reference List
- d. Select a mentor

Important steps for completing the Capstone Project Proposal:

- a. Participate in discussions with faculty, students and others to develop Capstone Project ideas.
- b. Review courses you have taken, and consider the faculty with whom you have had classes, and the academic work you have done to date. Your Capstone Project should grow out of the courses you have taken, other learning experiences, and the interests you have in the curriculum of your program. It may also build on past class projects, or a good working relationship with a faculty member.
- c. Review the guidelines for the development of the Capstone Project Proposal.
- d. Initiate a literature search to identify resources which support your Capstone Project endeavors.
- e. Based upon discussions with faculty and other individuals, determine who will serve as your mentor, then arrange for regular meetings and review of the proposal as it is developed.

A timeline established for the Capstone Project Proposal will be presented at the beginning of the Planning Seminar. On the date designated, copies of the first draft should be submitted to your seminar instructor and mentor for review and comments. If no draft is submitted on this date, no final Capstone Project Proposal will be accepted. When the final Proposal is submitted on the assigned date, it should include the Capstone Project Proposal signature sheet with your mentor's signature. The Capstone Project Proposal must also be approved by the seminar instructor and the Capstone Coordinator.

Comments regarding particular topic areas:

- a. Due to the difficulty of incorporating realistic or meaningful financial projections, development of a Business Plan will not be accepted as a Capstone Proposal. For those students interested in developing an idea for a business, a Feasibility Study may be proposed. This would include demonstration of the need for the product or service, which must be substantiated with significant primary and secondary research on the past and future marketability of the idea. The study would also include a business model for delivering the product or service, again requiring research on existing businesses using a similar model in their operations.
- b. It is strongly recommended that students considering a Feasibility Study for a business should have already taken or plan to take the Introduction to Marketing and Sales, Entrepreneurship, and Developing a Business Plan classes that are offered.
- c. Students selecting other topics may also be encouraged and/or required to take specific courses, based upon students' academic background and previous experience in relation to their chosen topic area.
- d. If a student develops a Capstone Project proposal based on the continuation of a project initially undertaken for another academic class, the proposed project must significantly build on the initial work, and demonstrate the potential for enhanced academic growth for the student. In order for this type of Capstone Project proposal to be considered, the student must submit a copy of the work prepared for the initial course to the Capstone Planning Seminar professor and the Capstone Coordinator when the topic is proposed by the student. A graded copy of the final work for the initial course must be submitted to the Capstone Coordinator when that course has been completed, and before the Project course is begun.

**PAUL SMITH'S COLLEGE
CAPSTONE PROJECT**

Guidelines for Capstone Project Proposal

The development of the Capstone Project Proposal is an important component of the overall project. The proposal will identify the project topic and present a hypothesis statement or major questions that will serve as the basis of the project investigation. The hypothesis or questions may relate to the solving of a problem, addressing a particular need, or providing new information.

The proposal should indicate the significance of the project, and explain how the investigation will be carried out; it should clearly state what you are proposing to make or do, and how it relates to the hypothesis or questions stated. In addition, the proposal should contain information demonstrating your capability to analyze and address issues related to the investigation of the project. It is expected that the proposal will be well written, including appropriate grammar and spelling, and use the APA format for citations and references.

An effective Project proposal must contain all of the information necessary to make a determination about the proposal, so the following guidelines should be used to reach that goal. An evaluation rubric, provided to students and evaluators, will be used to assess the quality of the Capstone Project Proposal prepared.

A Title Page - This page lists a brief **descriptive title** of your project, **names** of the individuals submitting the proposal, and the **date** of submission. The Title Page will also include additional information such as your **academic division**, the proposed **starting date** and **completion date** of the project.

A Project Abstract – This should provide a **brief overview** (1 paragraph) of your proposed project. It should include a clear **statement of the hypothesis** or **major questions** and the **proposed activities** for the project investigation.

An Introduction - This section **introduces** the central question or problem associated with your topic. It should provide some **background information** and references to literature pertinent to the project topic, but these aspects will be more thoroughly addressed in the Literature Review section of the proposal. The final section of the Introduction should state the purpose of the project and the rationale for, or basis of, the approach to be used in the completion of the project.

Depending on the focus of your Capstone Project, you should formulate a hypothesis **or** identify the major questions/issues you seek to address. Select **only one** of the following two options:

Hypothesis - A hypothesis is an educated guess regarding an outcome. For a quantitative study, the **hypothesis statement** you develop pertaining to your topic will serve as the basis of the project investigation, determining what information must be obtained in order to assess the hypothesis.

OR

Major Questions - For a qualitative study, you will identify various questions that will be addressed in the research conducted.

Project Goals and Objectives - This section states the **purpose** of the project, providing the reasons for pursuing the study, and identifies its **significance**. Information pertaining to the significance of the study should indicate the value of the information gained through the research to the area of study, industry, and the community, as appropriate. For some studies, **long range consequences** related to the research may also be described, which would suggest further implications or applications of the knowledge gained.

Assumptions and Scope and Limitations - Information presented should establish the **assumptions** related to your project. The assumptions stated are the set of conditions that you presume apply to the topic being researched. The description of the **scope and limitations** pertaining to the research define the restrictions placed on the study to make it doable.

The Project Plan - The Plan identifies the **design of the study (methodology)** you will use to meet your project goals and objectives. This section should explain the **methods and procedures** associated with your project, as well as their duration, sequence and particular purpose. There should be a description of the **type of data** that will be obtained, and the **use of those data**, including the statistical or other specific analyses to be employed for your study. A **schedule of activities** related to your project should also be included. The Plan should specify the materials, equipment and facilities that you will require throughout your project, and indicate the relative availability of such needs. Students who plan to use a survey or questionnaire to gather data must have these instruments and cover letters approved by their mentor and course professor before they are copied and distributed. Refer to the Handbook section on Guidelines for Funding for Capstone Projects for additional details.

Literature Review – A literature review surveys a minimum of eight scholarly articles, books and other sources relevant to the area of your study. While text books and other sources may provide some valuable historical and background information, and useful bibliographies, the literature search for your Capstone Project should mainly include current (within 5 years) literature sources appropriate to your project topic. Older references are useful if the historical perspective demonstrates the development of ideas. The focus of the literature review is to summarize and synthesize information from these sources. It should explain what is known or is unknown about the problem; identify areas of controversy in the literature; and formulate questions that need further research. The literature review has an introduction, a body, and a conclusion, and should be a minimum of three pages in length. Using the APA citation format, you must cite references within the text.

- The introduction discusses background information; overall trends in what has been published about the topic, conflicts in theory, methodology, evidence, conclusions; gaps in research and scholarship; or a new perspective. The final section of the introduction states the purpose of the project and the rationale for the approach used to complete it. “The purpose of this research is to...”
- In the body, research studies and other types of literature are grouped according to what they have in common, i.e. qualitative versus quantitative approaches, conclusions of authors, specific purpose or objective, chronology, etc. The studies or articles are summarized using the most space for the most important ones. Remember, space denotes significance.
- The conclusion summarizes the best articles, points out gaps in the research and areas pertinent to future study, and provides some insight into how the work contributes to the area of study.

References – The references should include a minimum of eight sources which have been used in the development of the Capstone Project proposal and cited in the text of the proposal. The References list documents the sources used and provides the information necessary to identify and retrieve each source. The appropriate APA format for references included in your list should be used.

The Project Budget - The budget should include an estimate of the **anticipated costs** associated with your project, if applicable. Identify the types of costs expected, amounts, and potential resources available. Refer to the Handbook section on Guidelines for Funding for Capstone Projects to determine funds available through Paul Smith’s, and consider outside sources of funding related to your project. No expenditures will be reimbursed without prior approval from the Capstone Coordinator and the appropriate receipts. In addition, any document (survey, questionnaire, etc.) must be approved prior to distribution.

Project Participant(s) - A summary of the student participant's **qualifications** and **skills** relative to the project should be included in a brief biographical sketch. A brief paragraph should identify your **Project mentor**, and discuss how the mentor will complement your work on the Capstone Project.

Students working on a group project must establish a **contract or agreement** that identifies and describes **each member's responsibility** for the duration of the project, and explains how the members plan to **work together** on the project. The peer evaluation process form in the Capstone Handbook which will be used to assess each individual's contribution to the project should be reviewed.

Project Proposal Signature Sheet - The signature sheet should be signed by your mentor once the final proposal has been reviewed and approved by the mentor. This form should then be included with the completed proposal when submitted to the course instructor.

Project Summary Information – When your Capstone Project proposal is completed, please prepare a separate copy of your abstract that includes the title of your project and your name at the top of the page. This information will be compiled to provide an overview of Capstone Projects at Paul Smith's.

In some cases, it may be in the best interest of the effective presentation of the Project Proposal to modify the format of the proposal. Students considering such modifications must complete the Capstone Project Proposal Modification Request form which will be reviewed by the Capstone Planning Seminar instructor and the Capstone Coordinator.

Citing Sources – APA Format

Parenthetical Citations in APA Format

What are parenthetical citations?

Parenthetical citations are citations to original sources that appear in the text of your paper. This allows the reader to see immediately where your information comes from, and it saves you the trouble of having to make footnotes or endnotes.

The APA style calls for three kinds of information to be included in in-text citations. The **author's last name** and the work's **date of publication** must always appear, and these items must match exactly the corresponding entry in the references list. The third kind of information, the page number, appears only in a citation to a direct quotation.

How do I place citations in the body of my paper?

You have three options for placing citations in relation to your text:

Option	Description	Sample Citation
1. Idea-focused	Place the author(s) and date(s) in parentheses at an appropriate place in or at the end of a sentence	Researchers have pointed out that the lack of trained staff is a common barrier to providing adequate health education (Fisher, 1999) and services (Weist & Christodulu, 2000).
2. Researcher-focused	Place only the date in parentheses	Fisher (1999) recommended that health education be required for high school graduation in California.
3. Chronology-focused	Integrate both the author and date into your sentence	In 2001, Weist proposed using the Child and Adolescent Planning Schema to analyze and develop community mental health programs for young people.

Want to know more about parenthetical citations?

Go to - <http://www.wisc.edu/writing/Handbook/DocAPACitations.html>

This handout is an adaptation of the University of Wisconsin-Madison Writing Center website. <http://www.wisc.edu/writing/Handbook/Documentation.html>

Creating an APA Reference List

APA style requires two elements for citing outside sources: [parenthetical \(in-text\) references](#), and a references list. Together, these elements allow your reader access to the sources you consulted.

For the system to function, all authors cited in the text must appear in the references list, and all authors listed must have been cited in the text.

Here are a few examples to get you started

Reference list entry: Book

Type of source	Sample entry in reference list
Book (1): Basic form, single author	Baxter, C. (1997). <i>Race equality in health care and education</i> . Philadelphia: Ballière Tindall.
Book (2): Editors in place of authors	Stock, G., & Campbell, J. (Eds.). (2000). <i>Engineering the human genome: An exploration of the science and ethics of altering the genes we pass to our children</i> . New York: Oxford University Press.
Book manuscript: Submitted but not yet accepted; 3-6 authors	Walrath, C., Bruns, E., Anderson, K., Glass-Siegel, M. & Wiest, M. D. (2000). <i>The nature of expanded school mental health services in Baltimore City</i> . Manuscript submitted for publication.
Chapter in edited work: Second or later edition	Roy, A. (1995). Psychiatric emergencies. In H. I. Kaplan & B. J. Sadock (Eds.), <i>Comprehensive textbook of psychiatry</i> . (6th ed., pp. 1739-1752). Baltimore: Williams & Wilkins.

Reference list entry: Journal article

Type of source	Sample entry in reference list
<p>Journal article (1): Basic form, single author</p>	<p>Roy, A. (1982). Suicide in chronic schizophrenia. <i>British Journal of Psychiatry</i>, 141, 171-177.</p>
<p>Journal article (2): Journal paginated by issue, 3-6 authors</p>	<p>Baldwin, C. M., Bevan, C., & Beshalske, A. (2000). At-risk minority populations in a church-based clinic: Communicating basic needs. <i>Journal of Multicultural Nursing & Health</i>, 6(2), 26-28.</p>
<p>Journal article (3): 7 or more authors</p>	<p>Yawn, B. P., Algatt-Bergstrom, P. J., Yawn, R. A., Wollan, P., Greco, M., Gleason, M., et al. (2000). An in-school CD-ROM asthma education program. <i>Journal of School Health</i>, 70, 153-159.</p>
<p>Journal article (4): In press</p>	<p>Smith, R. W., Huber, R. A., & Shotsberger, P. G. (in press). The impact of standards-guided equity and problem-solving institutes on participating science teachers and their students. <i>North Carolina Journal of Teacher Education</i>.</p>
<p>Journal article (5): In Internet-only journal; secondary reference</p>	<p>Greenberg, M. T., Domitrovich, C., & Bumbarger, B. (2000, March 30). Prevention of mental disorders in school-aged children: Current state of the field. <i>Prevention and Treatment</i>, 4, Article 1. Retrieved August 24, 2001, from http://journals.apa.org/prevention/pre40001a.htm</p>
<p>Journal article (6): Electronic version of print journal that differs from print version (e.g. no page numbers in text; tables reduced)</p>	<p>Wiest, M. D. (2001). Toward a public mental health promotion and intervention system for youth. <i>Journal of School Health</i>, 71, 101-104. Retrieved August 25, 2001, from ProQuest database.</p>
<p>Journal article (7): Special issue of Internet journal based on print source</p>	<p>Hackett, E. J. (Ed.). (1994). Perspectives on scientific misconduct [Special issue, electronic version]. <i>Journal of Higher Education</i>, 65 (3)</p> <p>[Note: Brackets are used to enclose information about the <i>form</i> of a document, 2 items in this case.]</p>

Reference list entry: Electronic source

IMPORTANT: for electronic source entries in your reference list, it's crucial to differentiate between **electronic versions of print sources** and **electronic materials that are NOT duplicates of print sources**.

Electronic versions of print sources

Description	Electronic versions of print sources reproduce the exact same content, format, and page numbers as the print versions. For these kinds of electronic sources, you need to indicate that you read the source in the electronic version (by placing [electronic version] after the title of the article), but you do NOT need to provide a retrieval date or a URL.
Example	Knowles, E.S. (1999). Distance matters more than you think! An artifact clouds interpretation of Latane, Liu, Nowak, Bonevento, and Zheng's results [electronic version]. <i>Personality and Social Psychology Bulletin</i> , 25, 1045-1048.

Electronic materials that are NOT duplicates of print sources

Description	For electronic materials that are NOT duplicates of print sources (e.g., an organization's web site, an electronic-only journal, etc.), you must provide a retrieval date (because such an electronic source may not be stable; i.e., it may change) and a URL.
Examples	Nelson, G., Westhues, A., & MacLeod, J. (2003, December 18). A meta-analysis of longitudinal research on preschool prevention programs for children. <i>Prevention & Treatment</i> 6, Article 31. Retrieved December 2, 2004, from http://journals.apa.org/prevention/volume6/pre0060031a.html Dunbar, C. (2004, November 29). Aging in place gracefully. <i>Nursing Spectrum</i> . Retrieved December 2, 2004, from http://community.nursingspectrum.com/MagazineArticles/article.cfm?AID=13219

Formatting the references list

Title

Type the word "References" at the top of a new page, centered.

Spacing

All entries should be single-spaced with entries, and double-spaced between entries, unless your assignment instructs you otherwise.

Indentation

Although the current *Publication Manual* advises standard (five spaces, first line) indentation for the references list, this is primarily designed to make typesetting easier; the typeset version will have hanging indents (first line flush left, following lines five spaces indent).

If your final version will be turned in for a grade rather than publication, we recommend that you use hanging indents for enhanced readability. We have formatted our sample references list with hanging indents.

Capitalization

Capitalize only the first word of titles of books and articles and the first word after a colon.

Punctuation

Use a comma to separate

- surnames from initials
- a newspaper title from p. or pp.
- a journal title from volume number
- a volume number from page numbers
- when given, an issue number from page numbers
- (Ed.) from book title
- city of publication from state

Because APA guidelines for citing electronic sources are constantly evolving, for the most current principles and samples, you should consult the APA's own website: <http://www.apastyle.org/electref.html> or an APA Manual

**PAUL SMITH'S COLLEGE
CAPSTONE PROJECT**

Guidelines for Funding for Capstone Projects

1. The college will cover the cost of three copies of each final Capstone Project report. One copy will go to the College Library, one to the mentor, and one to the faculty evaluator for the project.
2. The budget for the Capstone Project courses also includes funding for some expenses associated with student projects. Limits for funding will be established, based upon the funding available in the budget, and the needs of the group of students completing their Capstone Projects during an academic year.
3. If a student prepares a Capstone Project proposal that includes expenditures for which the student would like to request reimbursement from the Capstone budget, the student **must prepare a detailed estimate of the expected expenses** associated with the project in the budget section of the proposal.

The student's budget information should also include an explanation of the expected sources of funds to cover the anticipated expenses. The student should discuss the possibility of funding from the Capstone budget with the Capstone Coordinator before the completion of the proposal.

A completed copy of the Request for Funding for Capstone Project form, along with the complete budget information for the project, must be submitted directly to the Capstone Coordinator the when the proposal is submitted to the course professor in the Capstone Planning course.

Modifications to planned expenditures may be necessary; if so, an additional funding form must be submitted and approved in advance of any spending if reimbursement is to be considered.

4. Requests will be reviewed and approved by the Capstone Coordinator and Dean. All requests for reimbursement must have the appropriate accompanying receipts, and any Capstone-related expenditures that do not receive prior approval will not be reimbursed.

Expenses that may be funded:

- Expendable supplies required to complete the Capstone Project
- Special copy requirements such as color copies (up to 12), transparencies
- Copy and distribution of up to 100 surveys (see information below)
- Costs associated with equipment or software not available on campus; any items purchased become the property of the College, and the student may use such items for the duration of the Capstone Project

Expenses that generally will not be funded:

Travel expenses

Costs associated with equipment, software, or services available at PSC

5. The students may identify opportunities related to their Capstone Projects which will provide funding. The College will assist the students in identifying such opportunities when possible.

6. Surveys - The Capstone budget will cover the costs for up to 100 mailed surveys, which cost approximately \$1.00 each. If additional surveys are required, the students must find other sources of funding, such as their division, or some other group that may be interested in the data being gathered. Students are also encouraged to consider more economical electronic surveys (Web or e-mail), if appropriate. Students must have surveys and cover letters approved by their mentor and the professor in their Capstone course before they are copied and distributed.

The Capstone Coordinator will provide envelopes with a return address for sending the survey, and postage paid return envelopes to include with the survey. Students must add an identifying mark to each return envelope.

The original cover letter accompanying the survey may be printed on College letterhead, and then copied for inclusion with the surveys.

Students are responsible for preparing labels/addresses and sending out the surveys. The completed surveys will be delivered to the Capstone Coordinator who will arrange for their distribution to students.

PAUL SMITH'S COLLEGE CAPSTONE PROJECT

Guidelines for Capstone Project Written Report

The written paper of your Capstone Project is an important document that will be available to a broad audience, and may be read by many people over a long time. A copy of your Capstone Project report will be on file in the College's library. Paul Smith's has adopted *The Publications Manual of the American Psychological Association*, 5th Edition, as the guide for your Capstone Project written report. This manual is the standard used in many different fields, and is appropriate to the baccalaureate programs at Paul Smith's. Below you will find a brief description of the major components or aspects of the paper to be completed. It is expected that the proposal will be well written, including appropriate grammar and spelling, and use the APA format for citations and references. An evaluation rubric, provided to students and evaluators, will be used to assess the quality of the Capstone Project Report prepared and will be incorporated into the determination of the final grade for the Capstone Project.

A timeline has been established within the Capstone Project course to facilitate the successful completion of the Capstone Project. Students are required to meet the deadlines set for specific items and submission of drafts and the final report. If no second draft is submitted for review by the mentor, instructor and Capstone Coordinator by the designated date, no final report will be accepted. The Capstone Project signature sheet must be signed by the mentor before submitting your final report for evaluation.

Parts of the Paper

In general, the paper will have three main parts: the preliminary pages, the text and the reference materials. Examples of some individual sections or parts will be provided at the end of the guidelines presented.

1. Preliminary pages

- a. Title page - The title of the report should present the main topic of the project in a concise, and, as appropriate, distinctive manner. The title page should include the author's name, the mentor's name and affiliation, and the date of submission of the report. Centered at the bottom of the page, include the legend "A paper submitted in partial fulfillment of the requirements for the degree of (Bachelor of Science or Bachelor of Professional Studies) in (write name of specific program) at Paul Smith's College". Do not include the quotation marks on your title page. A blank page follows the title page.
- b. Abstract (*150 -200 words*) - The abstract is a brief, concise and specific summary of the project which provides the reader with information regarding the purpose, methods, results and significance of the work. Since the abstract should stand alone, abbreviations, acronyms and unique terms should be defined in the abstract as well as in the body of the report. Generally, citations are not included.

c. Acknowledgment page (preface) - This page provides an opportunity to recognize those who have supported the student in the completion of the Project.

d. Table of Contents - This page lists the major parts and subdivisions as labeled in the report, including the preliminary pages (with the exception of the Title page and the Table of Contents) and the text. Each item listed should have reference to the page number where that item starts in the report.

e. List of Tables and Figures - Tables and figures incorporated into the body of the report are frequently used to present and often summarize data in order to provide information to the reader in a clear and understandable manner. Tables of data are numbered sequentially from the beginning of the report, i.e. Table 1, Table 2, etc. Table labels and captions are placed **above** the table. Figures, which include anything that isn't a table - charts, graphs, drawings, pictures - are similarly numbered sequentially, Figure 1, Figure 2, etc. Figure labels and captions are placed **below** the figure. The List of Tables and Figures page should list the Tables and Figures in two separate sections, and should include the number and the title of each item and the page number where the item is found in the report.

f. List of Appendices - The appendices should include those items which contain detailed information that is referred to in the text of the report, and are helpful to the reader, but too complex or large to include in the body of the report. Items often include a large table, lists of words, or a sample questionnaire or survey. A single appendix item is labeled Appendix, but if there is more than one, Appendix items are labeled with a capital letter (Appendix A, Appendix B, etc.) as they are referenced in the text. Each appendix item must also have a title. Appendices are referred to by their labels in the text. This page should include the appendix labels, their titles, and the page number where they are found in the report. Pages in the appendix section of the report are numbered sequentially after the References section.

2. Text

a. Introduction - The Introduction presents the specific issue/topic/problem of the Capstone Project and the general strategy used to address the issue(s). (Save the details for the methods section!) The Introduction may present some background information and references to literature pertinent to the topic of the project, but these aspects will be more thoroughly addressed in the Literature Review section which follows. The final section of the Introduction should state the purpose of the project and the rationale for, or basis of, the approach used in the completion of the project.

b. Literature Review - A literature review surveys at least twelve scholarly articles, books and other sources relevant to the area of your study. While text books and other sources may provide some valuable historical and background information, and useful bibliographies, the literature search for your Capstone Project should mainly include current (within 5 years) literature sources

appropriate to your project topic. Older references are useful if the historical perspective demonstrates the development of ideas. The focus of the literature review is to summarize and synthesize information from these sources. It should explain what is known or is unknown about the problem; identify areas of controversy in the literature; and formulate questions that need further research. The literature review has an introduction, a body, and a conclusion. It should be a minimum of five pages in length. Use the APA citation format to cite references within the text .

- The introduction discusses background information; overall trends in what has been published about the topic, conflicts in theory, methodology, evidence, conclusions; gaps in research and scholarship; or a new perspective. The final section of the introduction states the purpose of the project and the rationale for the approach used to complete it. “The purpose of this research is to...”
- In the body, research studies and other types of literature are grouped according to what they have in common, i.e. qualitative versus quantitative approaches, conclusions of authors, specific purpose or objective, chronology, etc. The studies or articles are summarized using the most space for the most important ones. Remember, space denotes significance.
- The conclusion summarizes the best articles, points out gaps in the research and areas pertinent to future study, and provides some insight into how the work contributes to the area of study.

Some suggestions for preparing a Literature Review:

Read each source and use a blank sheet of paper, or a note card to summarize the important points you read. Be sure to keep these notes together, and with a copy of the original document, if possible. Record information needed for the References list, too. Then take the note cards prepared from the sources and organize the information into a brief outline of what you will present in the review.

c. Methods - The Methods section describes the study design, provides details of how the project was carried out, and should include information pertaining to the analytical methods used. Such detail is necessary so the reader may assess your data and conclusions based on those methods applied, and also allows others to repeat your work, as well. For clarity, projects with complex procedures or activities may be described in subsections under the Methods section.

Note: The next two sections may be presented in different ways, depending upon the Capstone Project completed. Generally, it is recommended that you prepare separate sections for Results and Discussion. However, if it is more appropriate to consider the analysis and evaluation of the results as they are presented, the information pertaining to these two areas may be combined in a single Results

and Discussion section. If combined, the guidelines outlined below for these two parts of the Report should still be followed. Determination of which approach to use will be based on discussions with you mentor and Capstone Project professor.

d. Results - The Results section of the report represents the product of the work completed during the Capstone Project, and, as such, may be quite distinctive from one project to another. It should summarize the all the information gathered during the project and present it in a manner that allows the reader to clearly understand the data through the use of appropriate analytical techniques. In some cases, a format appropriate to the presentation of particular information may be used, such as a business plan. Tables and figures are frequently used (see sec. 3.62 - 3.86 in APA Manual) to summarize data, but they also require mention in the text of the report to highlight significant information and provide explanations for the reader. Text associated with tables and figures should precede those items.

e. Discussion - In the Discussion section of the report, the information gathered and presented in the results is evaluated and interpreted in light of the issue/topic/problem that defined the Capstone Project. While inferences related to the significance and /or future applications of the project may be drawn, be sure to consider the limits established by the available data, and where appropriate, consider explanations of results beyond those which address the original question. Comparison of your work to that of others may also be included in the discussion. Some may also use this section to address topical issues or provide personal perspective related to their topic.

(Note: In some case, an alternative format for the main body of the paper may be used, on approval of the student's mentor and the Capstone Coordinator. Such alternatives would include suitable headings for the larger and more important divisions of the paper.)

3. References

a. The list of References should include sources that were used in the research and preparation of the Capstone Project and cited in the text of the Report. The list must contain information needed for the reader to access the sources, presented according to the APA Manual, 5th Edition. It is expected that the reference list for the Capstone Report will build upon the sources required for the Capstone Project Plan previously prepared.

b. Appendices - See the description in sec. 1 f above.

Font Size

Twelve-point font size should be used for text within the document. Title, headings and other labels for sections of the document may be larger as appropriate.

Pagination

Each page of the paper, except the blank sheet following the title page, should be assigned a number.

1. The preliminary pages use small Roman numerals, centered one-half inch above the bottom of the page. The blank sheet is neither counted nor numbered. The title page is counted as the first page but is not numbered. The first number is “ii” and appears on the page after the blank sheet.
2. The remainder of the paper, including the Reference List and Appendices, uses Arabic numerals, centered one-half inch above the bottom of the page. Number each page upon which material appears. Begin with 1 and run consecutively to the end of the paper.

Margins

The left margin may be one and one-half inches wide in order to allow for binding. Generally, all other margins - top, bottom and right, should be one inch. The top margin on the first page of a new section of the report may be one and one-half inches.

Spacing

Generally, use double spacing throughout the text of the paper. Single spacing can be used for long quoted passages, titles and headings, and table/figure captions. Long quoted passages are also indented, and quotation marks are not required, but citations should be included. Triple or quadruple spacing may be used as needed to improve appearance and readability. In the reference list, individual references should be single spaced, but there should be double spacing between references. References are also presented in the hanging-indentation format; the first line starts at the left-hand edge, and additional lines are indented five spaces.

Sections of the Paper

The various sections included in the report should be labeled. Each major section should be started on a new page, and sections may be designated as chapters.

Capstone Project Signature Sheet

When the Capstone Project report is completed, students must have the signature sheet signed by the mentor indicating the approval of submission of the completed Capstone Project report for evaluation.

Capstone Project Reports for the Library

Copies of reports that will be stored in the library should have 3-hole punched paper, and contain any colored copies prepared in the report. The report should be submitted to the Capstone Coordinator held securely in a folder or other binder.

Electronic copy of report

Students must prepare a CD of the Capstone Project report to be submitted along with the hard copy.

APA Manual

It is strongly recommended that students access copies of the APA Manual which are available in the Library, the Educational Resource Center and the Writing Center. The APA information is also available through a link in the library's Web site.

Specific references include:

Theses, Dissertations and Student Papers	Ch. 6	p. 321
APA Editorial Style	Ch. 3	p. 77
Tables		p. 147
Figures		p. 176
Appendices		p. 205
Reference citations in text		p. 207
Reference List	Ch. 4	p. 215
Elements and Examples of References in APA Style		p. 231

Capstone Project Reports in Library

Copies of Capstone Project reports completed by Paul Smith's graduates are available at the Weill Library. While it will be helpful to take a look at some reports which have been identified as exemplary to observe the work of students who have demonstrated notable success on their Capstone Projects, it is important to note that some guidelines have changed over time, and your current Capstone Handbook and input from Capstone faculty should guide the completion of your report.

**PAUL SMITH'S COLLEGE
CAPSTONE PROJECT**

Guidelines and Suggestions for Oral Presentations
from Prof. Jon Dallas

Overview

This part of your Capstone Project will differ substantially from the written component, from your thesis: in a spoken presentation, your message is only comprised of 30% of what you say; the rest, 70%, comes from how you say it. That is, presentation does matter, and you need to consider this as you plan and practice the oral "defense" of your project.

Your oral presentation will be evaluated, then, on two main components: **content** and **delivery**.

The *content* part of your evaluation is similar to a written work: it will look for a central idea, appropriate details in support of that idea, and coherence. However, in speech it is extremely important that you remind the audience often of what you have said: after twenty-four hours, we remember accurately only half of what we hear, and after a week, that figure drops to less than one-quarter.

Delivery, however, is another ball game. Unattractive as it seems, you must dress what you say well and appropriately, or else your message, however deserving of a Nobel Prize, will either not be taken seriously or forgotten altogether. Practice is the key to an effective delivery. Either audio- or videotaping yourself is also a wonderful tool. As humiliating as it sometimes is, it always points out areas that need work.

What You Say

The first aspect of content is the *central idea* (sometimes called the *thesis*): this is simply a matter of clarity. You need to be aware of the main purpose of your presentation, and you need to communicate that focus to the audience. Remember - tell the audience what you are going to say, say it, then tell them what you have said: foretell, tell, and retell.

Your over-arching thesis will be made up of many minor points, each of which needs to be supported by *concrete details*. In other words, you need to back up what you say with examples, statistics, stories, quotes, etc.

The *organization* of the minor points also should be clear, and not just to you. Whatever form or arrangement you choose - spatial, chronological, inductive, deductive, etc. -make sure that the audience knows the points you are making and why you are making them in that order. Again, it is just a matter of making clear to the audience what is going on

between your ears. Practice will help make clear whether or not that bridge has been built.

The *coherence* of your speech is also important: this means that each section will need to stick together (the literal meaning of 'coherence'). Be careful, then, that each part relates to a common idea or principle; if you have ideas that are tangential to a particular section, but are there anyway, you ought to think about moving or removing them. The second part of coherence is transitions - the threads that tie all the parts together. What an effective transition does is show the listener, clearly, how you got from the point you made a minute ago to the point you're on now. Good transitions take elements from each section (the previous and the current) and show how they relate to each other. They rarely require more than a sentence or two.

Last, your *introduction and conclusion* must both be effective. They need to state and restate your purpose, your main point. They also should be engaging: you need to get the audience's attention with an interesting statistic, a startling point, or even a personal anecdote. Make sure, however, that your introduction directs the attention of the audience to your topic and is not there simply for shock value.

How You Say It

The first thing people will notice is how you carry yourself, your *poise*. This includes how you dress, your posture, whether or not you smile and seem sincere, etc. 90% of job hirings are decided in the first minute of an interview; your initial impression is extremely important. Part of poise is also establishing a rapport, a sense of goodwill between yourself and the people who are listening to you. Again, practice will help to determine how effective your poise is. Also, whatever you do, do not insult your audience, ever, either directly or indirectly. An honest audience for rehearsal will help you determine whether or not you do this.

Next, an audience will notice your *voice quality*. This has several components. The first is resonance -- the ringing, sonant aspect of your voice. Mario Cuomo, Bill Clinton, Ross Perot, John Madden, and Shakes McLaughlin all speak with resonance (regardless of whether or not you agree with their politics or views on sports); Bob Dole, George Pataki, Dave Thomas (the founder of Wendy's), Norm MacDonald, and Beavis and Butthead speak without resonance, flatly. It sounds as if they don't really care if anyone hears them or not; they let their words drop from their mouths onto the ground. To improve resonance, practice projecting your voice to the center of the back of the room in which you are speaking; pretend that it is absolutely vital that the person back there (real or imaginary) hear what you have to say.

Closely linked to resonance is *modulation*. This is how well you use low and high pitches in your voice. Americans are notorious for speaking with little music, and you are probably no exception. Again, audio taping yourself will help. It is not a bad idea, as well, to watch a foreign film or two to get an idea of how music in language can work. The

French are very musical speakers. Another way to get yourself to pay attention to this is to place a couple of fingers lightly on your Adam's Apple while you are practicing your speech. The amount of movement in your fingers will tell you how well-modulated your voice is. One caveat, however: You can overdo it. Too much modulation can make you either cutesy (witness Martha Stewart or Julia Child) or pretentious and bombastic (listen to the TV evangelist of your choice).

What you say also needs to be clear and crisp, so *articulation* is important, as well. One of the masters of this (again, regardless of your political bent) is William F. Buckley, Jr., who makes each word clear as crunching celery. Again, you can overdo this, though. To practice, hold a pencil between your teeth as you try to over-enunciate severely a couple of paragraphs. (Let your lips move, and don't be afraid of spit!) Do this for five minutes or so, take the pencil away, and you'll be amazed at how clear you sound.

Also be careful that you don't pepper your delivery with too many *vocal pauses or mannerisms*. If you say um or er too often, or wait too long between points, you make your audience uncomfortable, sometimes profoundly so, which negatively affects your presentation.

The previous four aspects of delivery have concerned your voice; the last two concern your body. First, *gesticulation* makes what you have to say lively, and you can also use it to punctuate points, such as changing your stance or body position for new points, or using your hands to emphasize detail. Use a video review. Hands, well-used, can say as much as words.

Your *eye contact* is perhaps the most important part of using your body to communicate. Experts say that you should spend upwards of 90% of your time looking at the audience, which is a very good reason to practice your speech so that you do not need to refer to notes. Look at everyone in the audience, but not too long; looking at people is one of the best ways to show them that you have their interests in mind. In your rehearsal sessions, look at each audience member for a bit (3 - 5 seconds - any longer will make them uncomfortable), then move on.

Be sure to write out the first and last sentence and the minor points of your speech, but do not, ever, write out the entire speech: it is one of the most common ways to kill your speech because it saps spontaneity.

Make sure to take advantage of all the practice opportunities you can arrange. It's not a bad idea to practice on a houseplant or curtain early on, but nothing can take the place of a live audience. As with any skill, the more you practice, the better you'll become.

**PAUL SMITH'S COLLEGE
CAPSTONE PROJECTS**

The format for the Capstone Project mini-abstract:

Limit of 1 page

1" margins top, bottom and sides

single spaced within text

Times New Roman Font,

title - size 20 or 22, bold, (use smaller font if it is long), centered

student and mentor information under title and student
program information at bottom of page - size 16
Both of these should be centered

text - size 18 (size 17 OK if the text is a little long)

Be sure to check grammar and spelling

E-mail completed mini-abstract to to Ruth Smith - smithr@paulsmiths.edu

Example below:

**Comparing Four Different Deer Population
Control Methods in the United States**

By Mark Robinson

Mentor: Professor Ruth Smith, PSC

Text starts here.....

And ends here.

Mark is a senior enrolled in the Natural Resources-
Environmental Science program at Paul Smith's College.