Guidelines for Senior Project Final Abstracts

1. Minimal guidelines:
The project abstract is published with your final project on CEDAR, the WWU Libraries archive.

- The abstract should describe your final project, not your proposed project and not the process of creating your project, unless that process is a remaining part of the final project. (In this respect, your abstract may differ from your public presentation.)
  - For example, if your final project is an epistolary essay created from letters you collected from Mariners fans, it would make sense to explain where the letters come from (since they are part of the final). If your project is a novel that was originally planned as a memoir, you don't need to mention the memoir (since it's not included with the final).
- The abstract should provide an overview/summary of your submitted project. People who read your abstract should have a sense of what is in your project to help them decide whether to download it.
- The abstract should go beyond simply stating your topic: tell readers what your project says about that topic.
  - For example, "This study examined vision in dogs" is not as strong as "This study concluded that dogs see blue and yellow better than they see red."
- The abstract should be largely accessible to a general audience. While it doesn't need to be fully as accessible as your senior project presentation (limited jargon isn't necessarily bad if it will help prospective readers in the field find and identify your work), a well-informed general reader should be able to gain a sense of your project from reading the abstract.

2. Further suggestions for making your abstract more effective, quoted from the CEDAR archive instructions:

- Provide an abstract that includes keywords that interested readers are likely to use in searches. It is especially valuable to reuse words that appear in the document's title to improve rank when potential readers search those words.
- The first sentence of the abstract is all that is likely to be displayed in the search page results, so make your first sentence one that will encourage readers to click the link. Example:

The Economic Costs of the Iraq War ☆
by J Stiglitz - 2006 - Cited by 1 - Related articles
This paper attempts to provide a more complete reckoning of the costs of the Iraq War, using standard economic and accounting/ budgetary frameworks. ...
works.bepress.com/joseph_stiglitz/10/ - Similar

3. Some strong sample abstracts:

"What's in that Scat: An Analysis of Canada Lynx Diet and Distribution in the North Cascades Ecosystem," by Antonia Parrish
This research provides critical information on the diet and distribution of the elusive North Cascades lynx population. Canada lynx (Lynx canadensis) are considered threatened under the federal Endangered Species Act and are the focus of protection efforts by the state of Washington as a result of climate change, heightened competition, and human interference. I analyzed the diet and distribution of both lynx and coyote (Canis latrans) in the North Cascades to determine whether there was an overlap of prey and habitat that could constrain lynx restoration. During the summer of 2020, the hiking trails in the North Cascades National Park in Washington state were surveyed by the Cascades Carnivore Project (CCP) to collect the scats of rare carnivores. 428 scats were sent to the Quantitative Wildlife Ecology and Conservation Laboratory at OSU to be DNA analyzed for predator and prey species. Of these, 276 were Canada lynx; 97 were coyote, a potential prey and habitat competitor for lynx. I constructed the diet of lynx and coyote and compared the proportional representation of prey species using the chi squared test of independence. To analyze lynx distribution, I created visual representation of scat collection elevations and cover-types and compared the elevations of lynx and coyote scats using the variance test and 2-sample T-test. The data suggest that the diet of lynx in Washington is specialized, consisting of 78% snowshoe hare (Lepus americanus), similar to diets described for lynx populations in other regions. In contrast, the diets of the coyotes were more general, but the two predators possess a 14-species overlap in diet. Lynx also specialize by using a smaller range of elevations (4000-8000 ft) than the range of the coyote which overlapped and extended wider and more variable elevations (2000-9000 ft) that included areas with less tree cover. Coyote overlap of lynx diet and habitat, compounded by high coyote abundance, suggest coyotes may be a limiting factor in lynx restoration.

"'Where Are You From?': The Asian American PNW University Experience Through Poetry," by Veronica Anne Francisco
Asian American stories are underrepresented in mainstream media, leading to ignorance about the Asian population in America, to the perpetuation of stereotypes, and even to acts of violence against Asian people. Most contemporary Asian American media and representation centers on communities in California, and typically East Asian communities. Taking place during the COVID-19 pandemic, this project seeks to expand Asian American representation via the lived experiences of Asian American university students in the Pacific Northwest. This project is a series of poetry, poetry reflections, and interview quotes collected and shared on a website, https://whereareyoufromproject.wordpress.com, for the public to have easy access and to share. The poems, reflections, and quotes come from 23 Asian American students and alumni from Western Washington University, Seattle University, University of Washington, and Pacific Lutheran University. These students come from a variety of backgrounds, heritages, and academic disciplines, with the aim to expose and explore the nuance that is often overshadowed by the umbrella label "Asian American."

"What you wish your partner knew: A mixed methods study on Western Washington University students' sexual satisfaction," by Kess Nelson

Introduction: Sexual satisfaction, often viewed only through the lens of physical satisfaction, also includes emotional satisfaction and is influenced by sociocultural determinants, such as gender and sexual orientation. This mixed-methods study explored these facets of satisfaction among Western Washington University students. Method: A large convenience sample (N = 924) of college students participated in an online survey from October 2020 to January 2021. Participants were majority women (68%), 43.7% in a relationship and 56.3% single, and identified as a variety of sexual orientations: heterosexual (52%), bisexual (24%), LGQ+ (24%). Participants responded to closed-ended survey questions about sexual satisfaction and 1 open-ended response question: "what do you wish your partner knew that you feel you could never tell them?" The quantitative data were analyzed with chi-squares and qualitative data with an inductive thematic analysis. Results: Seven themes emerged in the qualitative data related to many facets of sexual satisfaction. In the quantitative data, men reported being more satisfied from partner orgasm than other genders. Single participants, more than those in a relationship, were significantly more neutral or dissatisfied. There were no differences in reports of satisfaction by sexual orientation. Discussion: College students' satisfaction comprises many elements, some of which they do not feel comfortable openly sharing, despite reporting high comfort in quantitative questions. Differences by relationship status and gender may be a function of sexual scripts and gender roles. Future education should focus on increasing open and comfortable discussion about sexual needs and sexual pleasure of women and gender expansive individuals.

"The Internet never forgets: Student journalists meet the 'Right to be Forgotten'"
by Emily R. Feek

This study examines how journalists at college publications handle unpublishing requests in the context of United States media law, the European Union's Right to be Forgotten and journalistic ethics. Interviews with student editors at Washington state public universities' student newspapers were used to examine how student publications address requests for information or entire articles to be unpublished and what those editors' attitudes toward unpublishing are. This research reveals that this subset of student journalists tended to favor alternatives to unpublishing, although articles could be removed ethically in some select cases, and a lack of consistent guidelines regarding how to manage unpublishing requests.