

DePaul University Honors Program Thesis Guidebook 2015-2016

“Research is formalized curiosity. It is poking and prying with a purpose.”
--Zora Neale Hurston

DePaul University Honors Program Learning Outcomes:
“Honors students will develop the skills necessary to do independent research on complex topics.”



Table of Contents

Honors Senior Thesis Information	2
Who should write an honors senior thesis?	3
What is research?	4
What about a non-conventional thesis? May I do something “different”?	4-5
Five Types of Honors Thesis Projects	5-6
What is interdisciplinary research?	7
How do I pick a topic?	8
OK, I want to do this! How do I get started?	9
Tell me more about the Faculty role	10
Current Honors Program Faculty	11
Honors Distinguished Faculty	12
What should I tell the faculty members when I approach them?	13-14
The next steps	15-16
How do I find the other resources I need?	17
Expectations for the Final Project	18-19
Design of Cover Page	20
Presenting My Work	21
Before I turn it in....	22
Finishing up, the final steps	23
Forms to be completed by Honors Student proposing a thesis	24

Honors Senior Thesis Information

The Honors Senior Thesis provides a capstone experience, allowing the student to draw on knowledge acquired during four years of study and to venture beyond the boundaries of any particular course. It offers students an opportunity to reflect on and synthesize their years of education at DePaul by designing a meaningful project that they research and write independent of a classroom structure. The project can take many forms, but it is always a work that builds on students' gathered expertise, combining work in the major with other concepts gained from Honors coursework. Thesis students then translate that expertise into a new context.

The thesis project requires extensive research (broadly defined to include field experience, lab work, or studio work, as well as library and archival work), and it should be "original" in the sense of bringing ideas together in a way that is the student's own. It allows students to work with two faculty members on a topic that interests them all. The Honors Senior Thesis substitutes for HON350 Honors Capstone Seminar, and it completes the Honors Program requirements.

In keeping with the university's goals for capstone courses, the Honors Senior Thesis project integrates the primary goals of students' major programs with the central emphases that the Honors Program shares with the Liberal Studies Program. As such, it invites students to cultivate broad knowledge of human cultures and the physical and natural world; develop the ability to think critically and imaginatively and to communicate clearly; to take personal responsibility for promoting a just, interdependent and sustainable society as a citizen of the greater community and the world; and to integrate forms of knowledge and experience across diverse fields of study. A successful senior thesis project allows the student to apply one or more theories or concepts from courses within the major or minor to an analysis of an issue relevant to the goals of the Honors Program.

A grade of C- or higher is required to pass the Honors Capstone requirement.

Who should write an honors senior thesis?



Are you the right student for an Honors Senior Thesis?

Do you have a strong academic record?

Do you like to take initiative? Work independently? Follow where your curiosity leads?

Do you have a previous project or paper that you want to keep working on?

Are you thinking of graduate school? Medical school? Law school? An MBA? MFA?

Do you want to build on the work of giants? Do you want to change the world?

If your answer to any of these questions is YES, then you are a good candidate for a thesis!

Honors senior thesis projects are quite varied and can be developed in any college or field. The key ingredient is a bright, focused and ambitious student who wants to tackle challenges, to create, and to excel.

The thesis can also be an important addition to a resume or a portfolio, distinguishing a thesis student's work from that produced in a more conventional course of study. Writing a thesis allows a student to continue working on a paper or project that they found particularly engaging in one of their courses or to build on past work by integrating their learning across fields of study.

The Senior Thesis is an ideal prelude to advanced study. It can be an independent project representing the kind of work a student might begin in graduate or professional school. Students working toward admission to graduate or professional school, or who envision careers involving independent research, should definitely consider the Senior Thesis option.

Most students who write a thesis find that it is the single most important piece of work that they produce in college. Their thesis remains a source of pride and satisfaction even many years later (in spite of the tough moments and all the challenges!) The relationship they develop with their thesis director often becomes deeply rewarding and memorable. Writing a thesis allows the student to define and "own" their education in a truly distinctive way!

What is research?

Research is....

- Systematic, scholarly, and sustained inquiry;
- Guided by a hypothesis, interpretation, conjecture, central idea, or proposition;
- Aimed at the interpretation or discovery (reinterpretation or rediscovery) of ideas, facts, theories or frameworks;
- Driven by a question or problem;
- Goal-oriented.

Research is generally understood to...

- Proceed in a methodical, cumulative, and iterative fashion with close attention to concepts, definitions, and the precise meaning of words;
- Situate the researcher's ideas, interpretations, designs and findings in a broad field of study;
- Analyze connections and disconnections between the researcher's work and existing scholarship on the topic;
- Identify and follow a clear strategy of inquiry.

Independent research requires the student to...

- Find some of the readings independently (with general assistance from faculty mentors and library staff as needed);
- Demonstrate the ability to differentiate between strong and weak sources;
- Exclude insubstantial sources and draw on those with greater merit.

A good research project is not just...

- A literature review or an annotated bibliography that simply summarizes the work of others;
- A list of facts without a clearly stated proposition or interpretive lens;
- Heavily reliant on sources that are not peer-reviewed or materials where the identity and expertise of the author are not clearly established (unless the thesis topic so requires).

What about a non-conventional thesis? May I do something "different"?

Yes, within reason.

The Honors Program is a university-wide program. It provides a strong liberal studies curriculum for students in eight different colleges and schools at DePaul. Students may choose to produce a thesis that integrates their broad liberal studies education with themes and questions that were inspired by their major and minor field(s) of study. To achieve this objective, the University Honors Program accepts five different types of thesis projects.



Five Types of Honors Thesis Projects

1. A conventional written thesis

This kind of thesis builds on existing scholarly research but goes beyond to include the student's own creative and critical interpretations. This work differs from a regular paper in a senior capstone in the major or in the Honors Program in terms of its rigor, complexity, depth and reach. It should engage, in some fashion, a broad theme of interdisciplinary interest. Requiring more than a literature review or summary of the existing scholarly research, this kind of thesis culminates in the student's own distinctive contribution to a scholarly discussion. The conventional written thesis would normally produce a research paper, complete with references, of around 20-40 pages. The precise parameters for the project would be defined in consultation with the thesis director.

2. A science or math project

A second type of thesis is a scientific or math-based thesis. The main components of this kind of thesis are an abstract, introduction to the problem, definitions of concepts and theorems, discussion of methods and/or experimental design, presentation of results, description of main findings, discussion of how those findings fit into the field of study, and a listing of references. This type of thesis would be appropriate for students in math, science, and some quantitative fields in the social sciences. A thesis in science or math is normally somewhat shorter than a conventional written thesis, and it may be around 15-20 pages. The precise parameters for the project would be defined in consultation with the thesis director.

3. An artistic work, with written supplement

A third type of thesis project takes the form of a creative artistic work, and it would be particularly appropriate for students studying various forms of creative writing, art, media, design, photography, theater, music, cinema and filmmaking. The main work in this kind of thesis is produced in a medium other than standard academic writing, but it is accompanied by a written essay (7-10 pages) that discusses the project in broader conceptual terms. Two kinds of essays are possible: a research essay and a reflection essay. A research essay analyzes the work in terms of its historical, social, or cultural framework, and references appropriate scholarly materials. Alternatively, a reflection essay discusses the personal aesthetic choices that inform the work and the artistic tradition that it represents (or challenges), also including scholarly references as appropriate. Students who produce this kind of thesis will provide the Honors Program with a durable copy or image (digital, photographic, etc.) of their product. The precise parameters of the work and supporting essay would be defined in consultation with the thesis director.

4. A problem-solving project, which may also require a written supplement

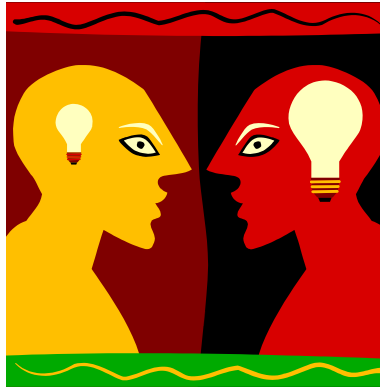
A fourth type of thesis project takes the form of an action-oriented paper or applied project. This kind of thesis might be appropriate for students in the School of Education, some departments in the College of Communication and College of Business, and in practice-oriented fields such as Public Policy, Peace, Justice and Conflict Studies, and Community Service and some programs in social and health sciences. The main work for this kind of thesis is a problem-solving report, campaign proposal, curriculum, or assessment plan. The context and significance of the proposed action plan would need to be discussed in the thesis, either as part of the narrative or in a supplemental essay, with appropriate scholarly references included. The length of this project would normally be 20-40 pages, as with the standard written thesis. The precise parameters would be defined in consultation with the thesis director.

5. A model, design, game, or computer program, with written supplement

A fifth type of thesis project takes the form of an original model, prototype, design, or computer program, and it might be appropriate for students in CDM and related fields of study. The main work for this kind of thesis is produced in a medium other than standard academic writing, but it is accompanied by a written essay (7-10 pages) that discusses the project in broader conceptual terms. This essay might analyze the scholarly or professional literature that relates to the project, the design process and decisions that the student made, or the historical and ethical considerations raised by the work. Students who produce this kind of thesis will provide the Honors Program with a durable copy or image (digital, photographic, etc.) of their product. The precise parameters would be defined in consultation with the thesis director.

Copies of past theses are available in the Honors Office and in the program's digital archive.

What is interdisciplinary research?



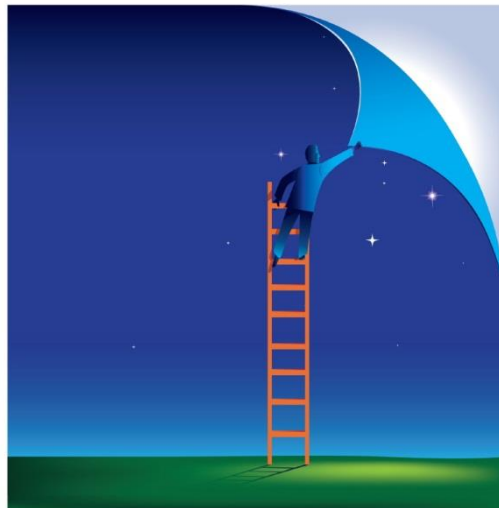
How is research in Honors different from research conducted within a specific major or discipline? The Honors Program encourages our students to examine issues and problems from multiple perspectives. This idea carries over into Honors Thesis projects, which draw on mentoring from two faculty members (thesis director and second reader), who often come from different disciplines or subfields. Honors Thesis projects generally speak to audiences across multiple fields of study, although they may prioritize one.

Many Honors students have interests and ideas that cross disciplinary boundaries. A large number of our students have both a major and a minor field of study, and they may wish to pursue questions that connect two or more fields. They may be interested, for example, in psychology and marketing, international studies and a foreign language, or history and game design. The thesis allows them to frame a question or design a project that draws on ideas, arguments and theories that have emerged in two or more fields. The project may well begin within the student's academic major, but the ideal would be to step outside the major and examine these issues in a new or broader context.

How do I pick a topic?



What inspires you? What troubles you?
What do you love to think about?
What do you want to know?
What paper did you most enjoy writing?
What project did you love to design?
What piece of prior work do you want to develop further?



***Dreaming, thinking, creating, inventing, solving,
designing...***

OK, I want to do this! How do I get started?



One way to start is with HON300, a 2-credit seminar that helps you design a thesis project and complete the first steps. This seminar can be taken in the Junior Year or early in the Senior Year.

HON 300 – HONORS RESEARCH SEMINAR: THESIS PREPARATION is designed to help prepare you for the Honors Thesis. If you are enrolled in 16 or fewer credit hours, you can add this 2-hour course and take up to 18 credit hours without incurring additional tuition costs. The course meets for fifteen contact hours across the fall quarter. Meeting times will be determined in consultation with the students, but will generally be in a three-hour block on alternate Friday afternoons and end before finals begin for the other courses.

The Honors Research Seminar will offer students the following:

- Hands-on dedicated support from the Honors Program director and associate director;
- Detailed discussion of the different types of thesis projects supported by the program;
- Overview of the step-by-step process of planning and creating the Honors Senior Thesis;
- Assistance with topic selection and determining a researchable and focused area of study;
- Suggestions for finding and approaching faculty to oversee the thesis project;
- A library research session to help locate research materials and resources;
- Assistance in completing the Thesis Proposal, including the clear articulation of a central objective, and guidance for preparing the annotated bibliography;
- Preparation for the visual or poster presentation that you will make in spring term;
- Recommendations for synthesizing source material and giving a voice to the sum of your research.

Upon completion of the Honors Research Seminar, students will have the tools to confidently approach their research or creative activity, and to complete a thesis that synthesizes their years of education at DePaul while making their own contribution to their field of study.

Please note: HON 300 is **not** required for the thesis process. You may proceed directly to the thesis proposal without enrolling in this class. The Honors Program staff will provide you with all the necessary advice and support you need, whether you take this class or not.

Tell me about the Faculty role

The student will contact two faculty members, preferably from different departments, who are familiar with the area of study the student wishes to research. One faculty member will serve as the thesis director, and the other as the faculty reader. It is important that faculty working with thesis students be on campus during the two quarters in which students design and work on the project. **The thesis director must be a full-time DePaul faculty member.**

The thesis director will meet regularly with the student; the frequency and topic of these meetings decided on an individual basis. The thesis director's role is the same as it would be for any independent study – to offer guidance, suggestions on readings, and critical responses to the student's written drafts. The faculty reader will read a “near final” draft and offer guidance for revision if it is needed.

The thesis director and faculty reader will read the finished work and confer on the final grade, which the thesis director will submit.

How do I find a thesis director?

How do I find a faculty reader?





The easiest way is to find a faculty member you enjoyed working with on a topic that you want to continue studying, and just ask them if they would be available to continue working with you. Many faculty members have directed honors theses at DePaul.

The Thesis Packet includes a list of recent thesis directors and faculty readers.

Current Honors Program Faculty

In addition, you can find the names, departments and email addresses of all Honors Program faculty members on our website:

<http://las.depaul.edu/honors/People/Faculty/index.asp>

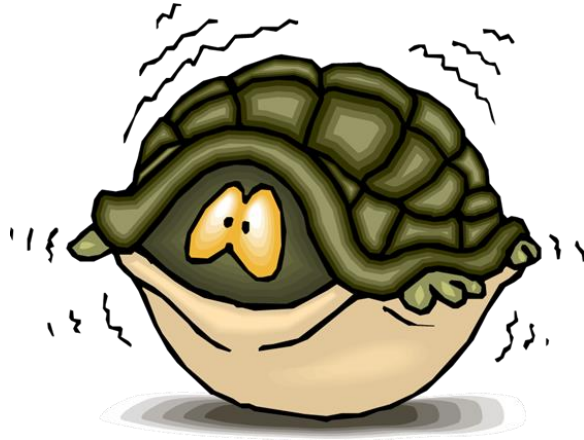
Please note that any full time faculty member at DePaul University may serve as your thesis director, and any faculty member, including a part time instructor, may serve as your faculty reader.

Honors Distinguished Faculty

As an additional resource, here's a list of Honors Distinguished Faculty, all of whom have an excellent record of teaching and service in the Honors Program:

Gene Beiriger, History
Jim Block, Political Science
Elena Boeck, History of Art & Architecture
Scott Bucking, History
Rebecca Cameron, English
Colleen Doody, History
Michael Edwards, First Year Programs
Dick Farkas, Political Science
Frida Furman, Religious Studies
Matthew Girson, Art, Media and Design
Carolyn Goffman, English
Pablo Gomez, Psychology
Jim Halstead, Religious Studies
Peter Hastings, Computer Science
Jason Hill, Philosophy
David Jabon, Scientific Data Analysis and Visualization
Laura Kina, Art, Media and Design
Mary Jeanne Larrabee, Philosophy
Doug Long, First Year Programs
Justin Maresh, Chemistry
Martha Martinez, Sociology
Cathy May, Political Science
William McNeill, Philosophy
Kalyani Menon, Religious Studies
Yuki Miyamoto, Religious Studies
Jim Montgomery, Environmental Science
Chris Mount, Religious Studies
Bob Rotenberg, Anthropology
Rose Spalding, Political Science
Phillip Stalley, Political Science
Adam Steele, Computer Science
Peter Steeves, Philosophy
Valentina Tikoff, History
Dolores Wilber, Art and Design, CDM

What should I tell the faculty members when I approach them?



We've made it easy for you! On the following page is the information sheet that you should give them.

Honors Senior Thesis: Faculty Information

Dear Faculty Member,

A student has identified you as a prospective thesis director or faculty reader for an Honors Senior Thesis. Following is some basic information about the student's process of applying for and completing the thesis project, and the faculty role in that process. If you have any questions about the Honors Senior Thesis, please contact the Honors Office at 773-325-7302 or email the program director, Rose Spalding, at rspaldin@depaul.edu

Student Application Process:

- ❖ The student will begin planning for the thesis project at least one quarter before the project is scheduled to be completed.
- ❖ The student identifies a full-time faculty member with whom he/she would like to work and asks that faculty member to serve as thesis director. The student will also identify a second faculty member, preferably from a different department or subfield, to serve as a faculty reader of the thesis project. Students are instructed to give the prospective thesis director and faculty reader a sample of a recent paper, along with a brief written description of the proposed thesis project, and to allow two weeks for the faculty members to decide whether or not they wish to work with the student in these capacities.
- ❖ If the faculty members agree to serve as thesis director and faculty reader, the student will schedule a follow-up meeting to complete the contract and plan the thesis process.
- ❖ The student submits the signed contracts (student and faculty copies) along with a 3-page thesis abstract and an annotated reading list to the Honors Office, 990 W. Fullerton, Suite 1300, for approval. The thesis proposal will not be accepted without the signature of the thesis director and faculty reader.
- ❖ If the thesis is approved, the Honors staff will notify the student, thesis director, and faculty reader, and instruct the student on how to register for HON 395 for the quarter in which the project is scheduled for completion.

Preparation of Thesis Project:

- ❖ The student and thesis director will meet regularly throughout the quarter the thesis will be completed to discuss the student's research, review data and drafts, and plan for the final project.
- ❖ The student will submit a "near-final" copy of the thesis to the thesis director and faculty reader on Monday of week nine of the quarter to receive final comments for revision.
- ❖ The student will submit a final copy of the thesis to the thesis director and faculty reader on or before the first day of finals week. The student will also submit an electronic version of the final thesis project to the Honors Office via honorsprogram@depaul.edu.
- ❖ Students are required to complete a poster or visual presentation detailing the process and findings of the thesis project at the Honors Student Conference (5/13/16) and Senior Gala (5/14/16).

Thesis Project Evaluation:

- ❖ The thesis director will assess the final project, conferring with the faculty reader when possible, to determine the final grade. The thesis director will submit the student's grade according to the university's deadline for grade submission. Grades of Incomplete are a serious impediment for students and should be granted only in the case of a genuine emergency. The thesis director should contact the Honors Program director to discuss any concerns about the progress of the thesis project.
- ❖ Additional information is available by calling or visiting the Honors Program Office, 990 W. Fullerton, Suite 1300, (773) 325-7302, or online by visiting the Honors Program web page at <http://www.depaul.edu/honors>.

Thank you for giving consideration to the student's request.

The next steps you take:



Student Procedure for Honors Senior Thesis

Students who choose the Senior Thesis option for the Honors Senior Capstone must complete the following steps:

QUARTER 1 – The quarter prior to when the thesis will be completed:

- ❖ Identify two faculty members, preferably from two different academic disciplines, with whom you would like to work. One faculty member, ideally someone you have taken a course with, will be the thesis director; the other will serve as faculty reader. **The thesis director must be a full-time faculty member.** Give each faculty member a copy of the Thesis Information sheet for faculty. At a scheduled appointment, discuss your ideas for a project in some detail with the proposed thesis director. Provide each faculty member with a sample of your best academic work, along with a brief written description of the project you intend to complete. Allow two weeks for the faculty members to decide whether or not they wish to work with you on your thesis project.
- ❖ If the faculty members agree to serve as thesis director and faculty reader, schedule a follow-up meeting with them to complete the contract and plan for the thesis process. You may meet with them individually if it is not possible to schedule the meeting together. If you cannot locate a faculty reader, the Honors Program Director or a designee will serve as second reader.
- ❖ Complete a 3-page thesis abstract which includes the following:

1. A clear and informative thesis title and clear definition of the thesis topic;
2. An explanation of how you will explore this topic through research, naming the primary and secondary sources relevant to the project and the chief authorities in this field.
3. Your goals for the project;
4. Your plans for reflecting the interdisciplinary nature of the Honors Program in the thesis project;
5. Thoughtful evidence for the importance of the proposed thesis;
6. A clear description of what the finished thesis project will consist of.

- ❖ Attach a **two-part annotated reading list** of material you have consulted in preparation for your thesis project. The **first part** lists at least **three items** (books, articles, reports, etc.) that you plan to draw on in your thesis and provides a one-page description of each item. This description should identify the main idea or argument in this work and explain how you plan to use this material in your thesis. The **second part** should list at least **three other sources** that you plan to consult during the quarter in which your research and writing is completed.
- ❖ Submit the signed contracts (faculty and student) along with the thesis proposal and reading list to the Honors Office, 990 W. Fullerton, Suite 1300, or Lewis Center 1620, according to the following deadlines. The Honors Program can grant extensions for these deadlines. Please contact Nancy Grossman (ngrossma@depaul.edu) if you'd like an extension for submitting your thesis proposal.
 - ❖ August 17th for a thesis to be completed by the end of Fall Quarter
 - ❖ October 26th for a thesis to be completed by the end of Winter Quarter
 - ❖ February 22nd for a thesis to be completed by the end of Spring Quarter
- ❖ Faculty and students will be notified by letter once the proposal materials have been approved. The Honors staff will send you instructions on how to enroll in HON 395 as an Independent Study.
 - Students enrolled in the 2-credit course ***HON 300 Honors Research Seminar: Thesis Preparation*** during this “pre-thesis” quarter will receive dedicated support from the Honors director and associate director as they navigate the preparations for the Honors Senior Thesis. This course will include assistance in selecting and refining the topic; creating the proposal and annotated bibliography; locating library resources; approaching faculty to direct the project; preparing for the visual presentation; and synthesizing the source material to give voice to the research.

QUARTER 2 – The Quarter in which the thesis will be completed:

- ❖ Set up a meeting schedule with your thesis director and consult regularly on the progress of your research, writing, creative work, and revisions. We recommend weekly meetings for most of the term.
- ❖ Submit a “near-final” draft to your thesis director and faculty reader on Monday of week nine of the quarter for final advisor comments.
- ❖ Submit a copy of the final draft of the thesis to the thesis director and the faculty reader no later than the first day of final exam week.
- ❖ Email an **electronic copy of the completed thesis to the Honors Program at honorsprogram@depaul.edu**. This copy will be kept in the program’s digital archive and will be available for review by future thesis candidates, program faculty and the general public.
- ❖ Complete a poster or other visual presentation that will display your thesis topic and findings. Display boards are available in the Honors Office.
- ❖ Present your thesis at the Honors Student Conference and display your thesis poster at the Honors Senior Gala.

For additional information please call or visit the Honors Program Office, 990 W. Fullerton, Suite 1300, (773) 325-7302.

How do I find the other resources I need?



“Resources” can mean different things, depending on the kind of thesis project you are working on. Most commonly, the resources you need are found in or through the library. You will need to spend time reading about your topic and analyzing what other scholars have written about it. Look for a variety of writings and works that interpret your topic in different ways. Your thesis director and the reference librarians will provide useful information to guide you toward appropriate resources.

“Resources” may also mean access to a lab for scientific projects or experimental design. They may mean grants or assistantships that allow you to collect data, carry out surveys, compose music, or conduct interviews. Your faculty mentors and your major, minor and Honors Program advisers can be helpful as you identify and apply for these kinds of resources. Grants and assistantships should be secured well before you begin the formal thesis application process.

Some information about undergraduate research opportunities, by college and program:

<http://www.depaul.edu/academics/research/Pages/undergraduate.aspx>

<http://las.depaul.edu/Research/Undergraduate/GrantPrograms.asp>

<http://csh.depaul.edu/departments/psychology/research/Pages/undergraduate-research.aspx>

<http://facweb.cti.depaul.edu/research/vc/medix/>

<http://www.caurs.com/>

Expectations for the Final Project

Precise expectations should be worked out between the student and the thesis director during the proposal phase of the project. The following guidelines should, however, be helpful.

Thesis Check List

A strong Honors Senior Thesis should contain these elements:

- **Sound thesis statement, well-articulated central argument or controlling idea;**
- **Clear sense of purpose; solid explanation for the significance of the question;**
- **Identification of strategies for investigating claims, hypotheses, arguments or for conveying the central idea;**
- **Substantial support for the central idea;**
- **Awareness of the limitations of the study;**
- **Awareness of an array of arguments or interpretations developed by other scholars, analysts, designers and artists; ability to situate this work within them;**
- **Sense of focus, and ability to bring all elements of the study to bear on the central idea, and to avoid irrelevant material or digression;**
- **Complex or nuanced thinking;**
- **Logical, well-ordered and internally consistent argumentation;**
- **Sources with scholarly merit; demonstration of ability to differentiate between high quality and poor quality source materials**
- **Balance between quotations and paraphrasing; clear differentiation between the writer's views and those presented in the source materials;**
- **A citation format that is followed correctly and consistently, with complete and accurate entries on a Works Cited page**

Project Length

Thesis projects may take a variety of forms, so the length and nature of any specific project is to be determined by the student in cooperation with the thesis director and faculty second reader. For a general idea, see the discussion of five types of honors thesis projects above.

Citation style

The citation style should be determined in consultation with your thesis director. Preferred styles vary by discipline and field of study.

Project Format

In general, a completed thesis will have the following components:

- **Title Page**
- **Abstract (100-300 word summary)**
- **Table of Contents**
- **Acknowledgements (optional) to thank those who contributed to your academic and personal growth**
- **Body of Project (typically organized into chapters or sections)**
- **Endnotes (Footnotes are fine too)**
- **Sources cited**
- **Appendices**

(A reflection essay that accompanies a thesis based on a piece of creative work may take a different form, as defined in consultation with your thesis director.)

Design of cover page

Thesis Title

Your Name

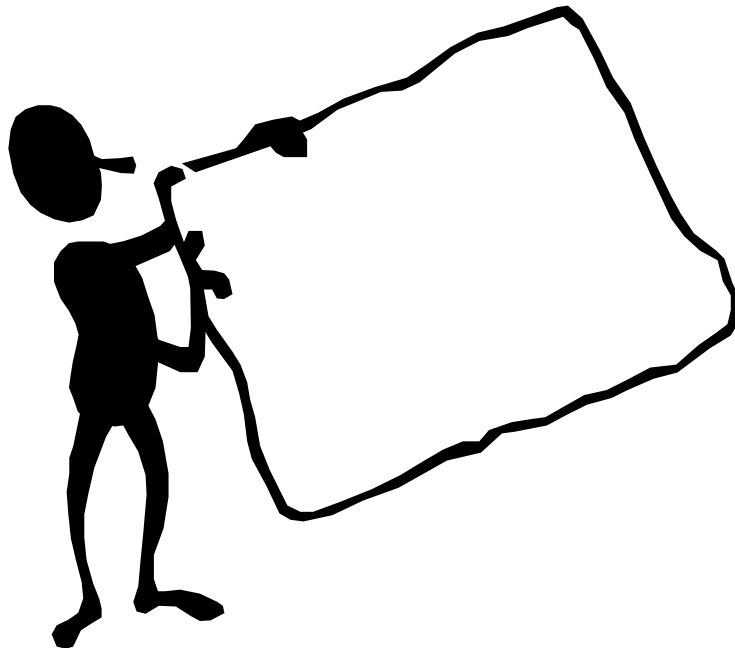
Quarter and year that you are registered for HON 395

**Thesis submitted in partial completion of Senior Honors Capstone requirements for
the DePaul University Honors Program**

Thesis Director's Name, Department

Faculty Reader's Name, Department

Presenting My Work



What is the Thesis Poster?

In addition to the written project, the student completes a presentation of the thesis findings at the Honors Research Conference and the Honors Senior Gala. Display boards and samples of thesis posters are available in the Honors Office. The thesis poster will provide viewers with a visual presentation of the project, detailing the topic, background information, research process, and findings of the thesis. Students are free to utilize a combination of text and visuals (artistic and/or quantitative graphics) to inform viewers of the results of the research process.

Students will bring their posters and visual materials to the Honors Student Conference where they will be utilized during the student's presentation, and displayed during the duration of the conference.

Students are responsible for bringing their posters home after the Senior Gala.

Before I turn it in...

(Assess your own work. What scores would you give yourself?)

1. Demonstrates the ability to construct a sound thesis statement, well-articulated central argument or controlling idea

1=excellent thesis statement; thesis is clear and contestable (not self-evident); thesis statement is provided at the beginning of the essay; thesis statement is thought-provoking and innovative;

2=good thesis statement; thesis is generally clear and contestable; thesis statement is provided at the beginning of the essay;

3=fair thesis statement; thesis is not entirely clear; thesis seems self-evident or trivial;

4=weak thesis statement; central idea or argument is difficult to identify; or there is no apparent thesis.

2. Demonstrates the ability to situate their argument within a field of study by analyzing the interpretations or findings of other scholars/analysts/artists who work on this topic

1=presents and evaluates the interpretations of two or more authors who have developed interpretations about this topic; explains the ideas of other authors clearly; thoughtfully considers counterarguments or interpretations that differ from their own; differentiates clearly between their own views and those presented by other analysts;

2=presents and evaluates the interpretations of at least one author working on this topic; explains their ideas clearly; generally differentiates between their own views and those presented by the other analyst;

3=notes that there are differing perspectives, claims, or schools of thought about the topic but fails to attach those perspectives to particular authors; essay does not differentiate clearly between the writer's views and those presented by other analysts;

4=fails to situate an argument or interpretation in a broader field of study.

3. Demonstrates the ability to support their thesis with argument and evidence

1=identifies and carries out strategies for investigating claims, hypotheses, or arguments; provides solid evidence to support their central idea; substantiates the central idea by drawing on varied and well-targeted source materials; demonstrates an ability to differentiate between high quality and poor quality source materials; provides solid evidence in a consistent and logical fashion to support the central idea;

2=does not identify a strategy for investigating the central idea but proceeds in a systematic fashion; provides solid evidence to support their central claim although the quality of the evidence is not consistent;

3= provides some support for the central argument but the evidence is not well-developed; source materials may be sparse or include several items of poor quality (unidentifiable sources, blogs, Wikipedia entries, etc.);

4=provides little evidence to support any particular claim or argument; draws on weak sources and depends on information of dubious quality.

4. Demonstrates the ability to follow a citation format correctly and consistently, and to construct complete and accurate entries on a Works Cited page

1=Citations are used appropriately; citations follow a consistent format; the Works Cited page contains few errors;

2=Citations are used appropriately; citations generally follow a major style sheet; the Works Cited page is generally correct;

3=Sources are sometimes missing or incomplete; citation format is clear but not consistent; the Works Cited page is incomplete; sources cited in the text are missing or important information is absent;

4=The essay does not demonstrate basic familiarity with the requirements of research documentation.



Finishing up, the final steps

It is the student's responsibility to submit a "near-final" copy of the completed thesis to the thesis director and the faculty reader on Monday of the ninth week of the quarter when the student is registered for thesis credit. Following faculty comments and any necessary revisions, the student will submit the final copy of the thesis to the thesis director and the faculty reader on or before the first day of finals week.

The thesis director will confer with the faculty reader before assigning the final grade. Ultimate responsibility for determining the thesis grade rests with the thesis director.

The student will also submit an electronic copy of the thesis project to the Honors Program, with the understanding that a PDF version of the thesis project will be posted on the Honors website and will be available for public viewing.

Remember: students who complete HON 395, the Honors Senior Thesis, are not required to take HON 350 or 351, the Honors senior seminar courses.

Your final transcript will note your completion of an Honors Thesis.

Forms to be completed by Honors Student proposing a thesis:

Contract and checklist – thesis advisor section

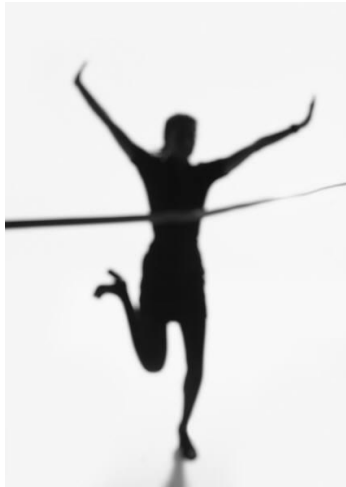
Contract and checklist – faculty reader section

Contract and checklist—student section

Attachment A: Thesis Abstract (min. 3 pages)

Attachment B: Annotated bibliography (3-5 pages)

Description and discussion of at least three items (books, articles, reports, etc.) that the thesis will draw on, and a list of at least three additional items to be covered as the thesis develops.



**For additional information please call or visit the Honors Program Office, 990 W.
Fullerton, Suite 1300, (773) 325-7302**