

DePaul University Honors Program

Thesis Guidebook

2017-2018

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

“My Honors Senior Thesis became the writing sample and cornerstone of all my applications. It was by a wide margin the most important thing I did as an undergraduate, and perhaps the singular reason for my grad school admissions successes.

--Adam Syvertsen

Class of 2016

Ph.D. candidate in English, Northwestern University

“Working with Sam on this project was very rewarding, indeed. The project came together very well, to my mind. He traced a path from the ideal of a unified self in the ethics of Plato and Aristotle, to the inescapably aporetic or divided self in Derrida's thinking of forgiveness and hospitality. Heady stuff! In any case, chatting with Sam and Bill Martin about Derrida for a couple sessions was honestly one of the highlights of my quarter.”

--Sean Kirkland, PhD

Associate Professor

Philosophy

Thesis Director

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



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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 HON 350/351: 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 Thesis requirement.

The Honors Thesis is a 2-quarter endeavor:

- In the first – or *pre-thesis* – quarter, you will **prepare for your thesis**:
 - Identify your topic and thesis type
 - Locate a thesis director and faculty reader (explained later in this guidebook)
 - Set up a timeline and research/creative schedule
 - Step into preliminary research by locating and evaluating possible sources
 - Create a Thesis Proposal (explained later in this guidebook)
 - Submit your proposal to the Honors Office
- In the second – or *thesis completion* – quarter, you will **finish your thesis**
 - Meet regularly with your thesis director
 - Research – Read – Draft – Write – Create!
 - Submit your completed thesis to your thesis director, faculty reader, and the Honors Program

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 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

The precise parameters for each type of thesis project should be defined in consultation with the thesis director.

1. A conventional written thesis

A conventional 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.

2. A science or math project

The main components of a scientific or math-based thesis consist of 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.

3. An artistic work, with written supplement

The creative thesis project takes the form of an artistic work (visual art, music recital, theatre production, novella, etc.) 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.

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

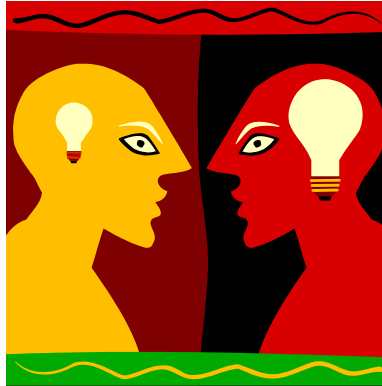
An action-oriented paper or applied project might be appropriate for students in the School of Education, some departments in the College of Communication and College of Business, and in practice-oriented fields such as Peace, Justice and Conflict Studies, Community Service, Public Policy Studies, and 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 which identifies a problem or issue and proposes a possible solution that is supported by researched evidence. 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.

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.

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

What is interdisciplinary research?



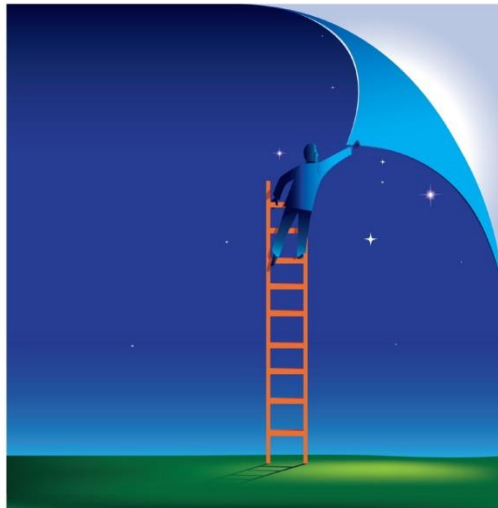
How is research in honors different from research conducted within a specific major or discipline? The Honors Program encourages our students to examine issues and problems from multiple perspectives. This idea carries over into Honors Thesis projects, which draw on mentoring from two faculty members (thesis director and faculty 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 makes you curious?
What do you love to think about?
What do you want to know?
What paper did you most enjoy writing?
What project would 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 offered fall quarter that helps you design a thesis project and complete the first steps. This seminar can be taken in the junior or 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 fall quarter for fifteen contact hours during a three-hour block on alternate Fridays, ending before finals begin for the other courses.

The Honors Research Seminar will offer students the following:

- Hands-on dedicated support from the Honors Program 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 poster or visual element that will accompany the project and be displayed at the Honors Student Conference;
- 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

You will be assisted in the thesis process by two faculty members, preferably from different departments, who are familiar with the area of study you wish 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 you, 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 your 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 approach a faculty member you enjoyed working with, on a topic that you want to continue studying, and ask them if they would be available to continue working with you. Many faculty members have directed honors theses at DePaul. If a faculty member doesn't immediately come to mind, you can consult the list of Recent Thesis Directors/Faculty Readers that is included in your Thesis Packet.

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

<https://academics.depaul.edu/honors/faculty-and-staff/faculty/Pages/default.aspx>

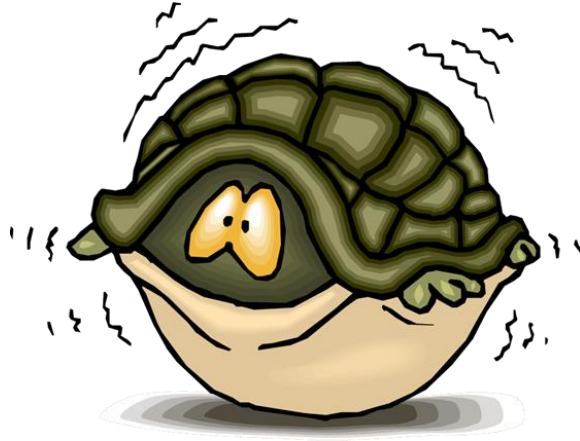
Please note that any full time faculty member at DePaul University may serve as your thesis director, and any faculty member, including a part time instructor, may serve as your faculty reader.

Honors Distinguished Faculty

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

Bernhard Beck-Winchatz, STEM Studies
Gene Beiriger, History
Jim Block, Political Science
Scott Bucking, History
Rebecca Cameron, English
Colleen Doody, History
Michael Edwards, First Year Programs
Cathy Elias, Music
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
Liz Lillehoj, History of Art & Architecture
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
Tom Mockaitis, History
Jim Montgomery, Environmental Science
Chris Mount, Religious Studies
Tom O'Brien, Religious Studies
Lisa Poirier, Religious Studies
Bob Rotenberg, Anthropology
Frederick Seyler, Philosophy
Anna Souchuk, Modern Languages
Rose Spalding, Political Science
Phillip Stalley, Political Science
Adam Steele, Computer Science
Wayne Steger, Political Science
Peter Steeves, Philosophy
Roshanna Sylvester, History
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!

Your Thesis Packet includes two copies of a Faculty Information sheet, which provides prospective thesis faculty with information about their role and responsibilities should they agree to take on the project.

You should schedule an appointment with your prospective thesis director and faculty reader, provide each with a Faculty Information sheet, as well as a sample of your recent academic or creative work and a brief written description of your proposed thesis project. These will help the faculty members determine if they will be a good fit to work with you on the project.

Many faculty members are interested in working with students in this capacity, but occasionally you might encounter a professor who doesn't feel that your thesis topic is in his/her area of scholarly expertise. Sometimes a professor might be interested in your work, but already committed to other thesis projects and can't take on something new. Don't be discouraged! That faculty member might be able to suggest another professor you can work with you, or you can turn to someone else on the lists we have provided.

If you are experiencing difficulty in locating a thesis director, one of the honors staff will be able to point you toward other possibilities.

Everything in a Nutshell:

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 – Pre-Thesis Quarter:

- Schedule an appointment with the faculty members you want to work with as thesis director and faculty reader. Give each faculty member a copy of the Faculty Information sheet, a sample of your best academic or creative work, and a brief written description of your proposed thesis project. At the meeting, discuss your ideas for a project in some detail with the faculty members. Allow 1-2 weeks for the faculty members to decide whether or not they are able 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 contracts 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 can suggest some possible candidates.
- Complete a 100-word Thesis Abstract which summarizes your proposed project and 3 Keywords that describe the major themes to be addressed in your thesis project.
- Complete a Proposal Statement of at least 3 pages which proposes the thesis and includes:

- | |
|--|
| <ol style="list-style-type: none">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. |
|--|

- Complete 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 (thesis director, faculty reader, and student) along with the Thesis Abstract, Proposal Statement, and Annotated Bibliography to the Honors Office, 990 W. Fullerton, Suite 1300, or Lewis Center 1620, according to the following deadlines:
 - August 19 for a thesis to be completed by the end of Fall Quarter
 - October 27 for a thesis to be completed by the end of Winter Quarter
 - February 23 for a thesis to be completed by the end of Spring Quarter

- **Extensions are possible!** Contact Nancy Grossman (ngrossma@depaul.edu) if you need more time to complete your Thesis Proposal. Please note that no extension will be granted beyond week 9 of the Pre-Thesis 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.

QUARTER 2 – Thesis Completion Quarter

- 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.
- Research – Read – Draft – Write – Create!
- 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.
- If you need more time to complete your thesis within the Thesis Completion Quarter, consult with your thesis director. He/she may be able to approve an extension that will still allow for timely grade submission.
- Email an **electronic PDF 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 element that will display your thesis topic and findings. Display boards are available in the Honors Office.
- Present your thesis at the Honors Student Conference on May 12, and display your thesis poster at the Honors Senior Gala on May 13.

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://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 Pre-Thesis Quarter. The following guidelines should 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 and 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, and 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 and demonstration of ability to differentiate between high quality and poor quality source materials;**
- **Balance between quotations and paraphrasing with 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 reader. For a general idea, see the discussion of five types of honors thesis projects earlier in this Guidebook.

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 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

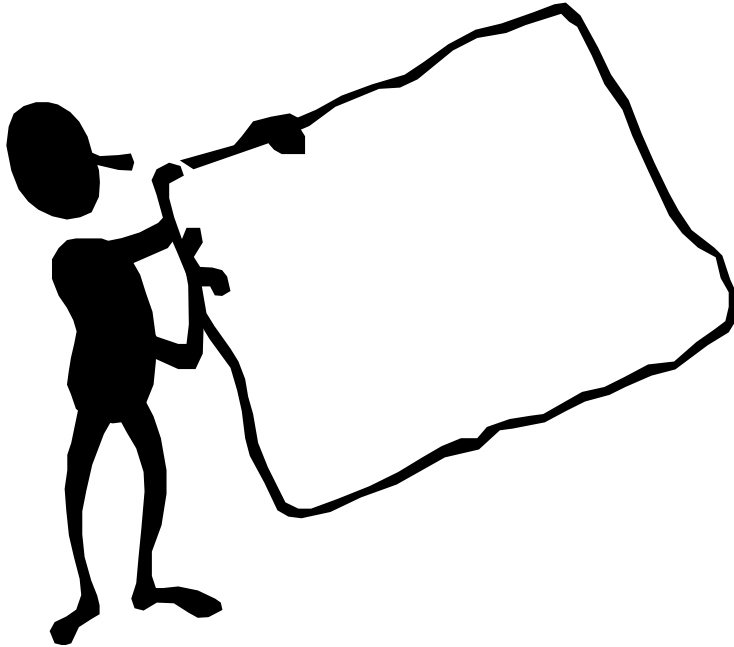
Quarter and year that you are registered for HON 395

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

Thesis Director's Name, Department

Faculty Reader's Name, Department

Presenting My Work



What is the Visual Element?

In addition to the written project, you will create a visual element – in poster or digital form – that provides 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. More information on the visual element can be found in the Thesis Packet.

You will use your visual element when you present your thesis findings at the Honors Research Conference (May 18), and it will be on display at the conference during an additional viewing hour. Your thesis visual will also be displayed at the Honors Senior Gala (May 19 – if you attend this event.) Display boards and samples of thesis posters are available in the Honors Office.

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 the 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, Reminders, and The Final Steps

It is your 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 Thesis Completion Quarter. Following faculty comments and any necessary revisions, you 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. If you require any additional time, please consult with your thesis director. He or she may be able to allow you a few more days to complete your work, but it is crucial that the thesis director and faculty reader have enough time to read and evaluate your project before grades are due.

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.

You will also submit an electronic copy of the thesis project to the Honors Program (honorsprogram@depaul.edu), 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 director section

Contract and checklist – faculty reader section

Contract and checklist—student section

Attachment A: Thesis Abstract (100 words) and 3 Keywords

Attachment B: Proposal Statement (at least 3 pages)

Attachment C: Annotated Bibliography



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