

**DePaul University
Honors Program**

**SENIOR THESIS
PACKET**

INTRODUCTION TO THE HONORS SENIOR THESIS 2020-2021

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. Chatting with Sam about Derrida...was honestly one of the highlights of my quarter.

Sean Kirkland, PhD
Associate Professor, Philosophy
Thesis Director

Honors Senior Thesis Information

The Honors Senior Thesis provides a capstone experience, offering 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, including creative work, building on work in the major or concepts gained from Honors and other coursework.

The thesis project requires extensive research 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.

Thesis students receive 4 credits for HON 395, which replaces the Honors capstone course (HON 350/351) and completes the Honors Program requirements. A grade of C- or higher is required to pass the Honors Thesis.

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
 - Set up a timeline and research/creative schedule
 - Step into preliminary research by locating and evaluating possible sources
 - Create a Thesis Proposal
 - 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 a near-finished draft to your thesis faculty for revision suggestions
 - Revise!
 - Submit your completed thesis to your thesis director, faculty reader, and the Honors Program

- In May of your thesis year you will present your project at the Honors Student Conference: Spotlight on Research & Creativity

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 about graduate school?

Do you want to contribute to your field of study?

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

Advantages of Completing an Honors Thesis:

- A thesis project is a transformative experience that allows you to pursue your academic and creative interests with independence and initiative.
- You will become an expert on your thesis topic while contributing to your field of study.
- You will develop a strong and important relationship with your thesis faculty.
- A thesis project provides significant preparation for graduate school.
- Your thesis will be an important addition to your resume and portfolio, identifying you as a student who went beyond expectations to define and own your education in a truly distinctive way!

Choosing a Topic

Consider the following:

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?

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

Five Types of Honors Thesis Projects

The Honors Program accepts five different types of thesis projects. The precise parameters for each type of thesis project should be defined in consultation with the thesis director.

Conventional Written Thesis

A conventional thesis builds on existing scholarly research and includes the student's own creative and critical interpretations of that research. This work differs from a regular classroom paper in terms of its rigor, complexity, depth and reach. It should engage 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. (20-40 pages)

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. (15-20 pages)

Artistic Work with written supplement

The creative thesis project is an artistic work such as visual art, music recital, theatre production, novella, or film. While the main work in this kind of thesis is produced in a medium other than standard academic writing, it is accompanied by a 7-10 page research essay that analyzes the work in terms of its historical, social, or cultural framework and explores the personal aesthetic choices that inform the work and the artistic tradition that it represents. Students who produce this kind of thesis will provide the Honors Program with a durable copy or image of their product.

Problem-Solving Project with written supplement

This action-oriented paper or applied project is a problem-solving report, campaign proposal, curriculum, or assessment plan which identifies a problem or issue and proposes a possible solution 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. (20-40 pages)

Model, Design, Game, or Computer Program with written supplement

This type of thesis will take the form of an original model, prototype, design, or computer program, with its main work produced in a medium other than standard academic writing. A 7-10 page research essay that analyzes 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 will accompany it. Students who produce this kind of thesis will provide the Honors Program with a durable copy or image of their product.

Research Is...

- Systematic, scholarly, goal-oriented, and sustained inquiry
- Guided by a hypothesis, interpretation, conjecture, central idea, or proposition
- Aimed at the interpretation or discovery of ideas, facts, theories or frameworks
- Driven by a question or problem
- Fashioned in a methodical, cumulative, and iterative way with close attention to concepts, definitions, and the precise meaning of words
- A way of situating the researcher's ideas, interpretations, designs and findings in a broad field of study
- Analysis of connections and disconnections between the researcher's work and existing scholarship on the topic
- Identification of a clear strategy of inquiry

Research Is Not...

- 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
- Reliant on sources that are not peer-reviewed, or materials where the identity and expertise of the author are not clearly established.

Interdisciplinary Research Is...

- Examination of issues beyond the reach of one major discipline, with movement toward a new or broader context
- Communication to audiences across multiple perspectives and fields of study
- Consideration of questions that connect two or more fields
- Drawn on ideas, arguments, and theories that have emerged in multiple fields

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:

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 topic
- 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 appropriate to the discipline, followed correctly and consistently, with complete and accurate entries on a Works Cited page

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 or footnotes
- Works Cited Page
- Appendices

(The research addendum that accompanies a thesis based on creative work may take a different form, as defined in consultation with your thesis director.)

Design of cover page

Thesis Title

Student Name

Quarter and year of Thesis Completion

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

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 the 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. They 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.

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. The thesis will also be made available to future honors students considering the thesis option.

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 create a poster or visual element to present at the Honors Student Conference (May 14, 2021) and display at the Honors Senior Gala (May 15, 2021.) This will bring your work to a wider audience. Further information about creating the visual element is available in the thesis packet.

**For additional information please call or visit the
Honors Program Office,
Arts & Letters Hall, suite 210
Or schedule an appointment to discuss your thesis plans by emailing Nancy
Grossman, ngrossma@depaul.edu.**

HONORS

THESIS

PROPOSAL

INSTRUCTIONS

2020-2021 HONORS SENIOR THESIS PROPOSAL

The Honors Thesis Proposal consists of the following materials:

- A Thesis Abstract – a 100 word summary of the proposed project. This abstract will appear in the Honors Conference Program.
- A Proposal Statement – an essay, at least 3 pages, which proposes the thesis and includes:
 - A title for the thesis project
 - A clear definition of the thesis topic
 - An explanation of how you will explore this topic through research, or a combination of research and creative work
 - Your goals for the project
 - Your plans for reflecting the interdisciplinary nature of the Honors Program in the thesis project
 - Thoughtful evidence for the importance of the proposed thesis
 - A clear description of what the finished thesis project will consist of
- A two-part Annotated Bibliography
 - 1: List **at least three important sources** that you plan to draw on in your thesis, and provide a one-page description of each item, including identification of primary vs. secondary sources. This description should identify the main idea or argument in each item and explain how you plan to use this material in your thesis.
 - 2: List at least **three other sources** that you plan to consult during the quarter in which your research and writing is completed.
- Contracts and Checklists completed and signed by the student, thesis director, and faculty reader.

Deadlines for submitting Thesis Proposal:

- **August 14**– for a thesis to be completed by the end of Autumn Quarter
- **October 23** – for a thesis to be completed by the end of Winter Quarter
- **February 19** – for a thesis to be completed by the end of Spring Quarter
 - **Extensions are possible!** Contact Nancy (ngrossma@depaul.edu) to request an extension if you need additional time to complete your Thesis Proposal. (However, no extension will be given beyond 2 weeks before the start of the Thesis Completion Quarter.)

Please note: *You will not be registering for HON 395.* Once your Senior Thesis project has been approved, the Honors Program staff will enroll you in HON 395: Honors Senior Thesis. Enrolling in this course makes it possible for you to receive course credit for your project, and for your thesis director to assign your grade.

**WORKING
WITH
FACULTY**

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 complete the project.

The thesis director must be a full-time faculty member. The faculty reader may be full or part-time. It is NOT required that thesis faculty teach in the Honors Program.

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 suggestions for revision.

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

Selecting and Approaching Prospective Thesis Faculty

This packet includes a list of faculty members from throughout the university who have worked with thesis students. If you are interested in working with Honors faculty, you can find the names, departments and email addresses of all Honors Program faculty members on the Honors website:

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

Your Thesis Packet also includes 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 early in your thesis preparation process, 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.

2020-2021 HONORS SENIOR THESIS: INFORMATION FOR FACULTY

Dear Faculty Member,

I am planning for an Honors Senior Thesis project and I have identified you as a prospective Thesis Director or Faculty Reader. Following is some basic information about the process I will undertake as I apply for and complete the thesis project, and the faculty role in that process.

STUDENT APPLICATION PROCESS (Pre-Thesis Quarter):

- Line up thesis faculty
 - Provide the faculty members with a brief written description of the proposed thesis project and a sample of a recent paper, allowing 1-2 weeks for the faculty members to decide whether or not they wish to work in this capacity.
 - Schedule a follow-up meeting to complete the contract and plan for the thesis process.
- Submit the signed contracts (student and faculty copies) along with a 100-word Thesis Abstract, 3-page Proposal Statement, and an Annotated Bibliography to the Honors Office for approval. The thesis proposal will not be accepted without the signatures of the student, the thesis director, and the faculty reader.
- Upon thesis approval honors staff notify the student and faculty, and register the student for HON 395 for the Thesis Completion Quarter.

STUDENT THESIS PREPARATION (Thesis Completion Quarter):

- Meet regularly with the thesis director to discuss the research, review data and drafts, and plan for the final project.
- Submit “near-final” draft to the thesis director and faculty reader on Monday of week nine of the Thesis Completion Quarter to receive final comments for revision.
- Submit final copy of the thesis to the faculty on or before the first day of finals week. The thesis director can approve an extension if it won’t interfere with timely grade submission.
- Complete a poster or visual presentation detailing the process and findings of the thesis project to present at the Honors Student Conference and display at the Senior Gala. Both events are in May of the thesis completion year.

FACULTY ROLES:

- The thesis director meets regularly with the student to offer guidance, suggest readings, and respond to written drafts. The director must be a full-time faculty member, available on campus to the student during both the Pre-Thesis Quarter and Thesis Completion Quarter.
- The faculty reader reviews the “near-final” draft and offers revision suggestions. The faculty reader may be a full-time or adjunct faculty member and must be available on campus to the student during the Thesis Completion Quarter.

THESIS PROJECT EVALUATION:

- The thesis director, after conferring with the faculty reader, will submit the grade according to the university deadline for grade submission. Incomplete grades should be granted only in the case of a genuine emergency.
- Thesis faculty may contact the Honors Program director or associate director to discuss any concerns about the progress of the thesis project.
- Additional information is available by calling or visiting the Honors Program Office, Arts & Letters Hall, suite 210, (773) 325-7302, or by viewing the Honors Program web page at <http://www.depaul.edu/honors>.

Thank you for considering this request.

RECENT THESIS DIRECTORS AND FACULTY READERS

ACCOUNTANCY

Robert Ryan, Diane Kuhlmann

AFRICAN/BLACK DIASPORA STUDIES

Amor Kohli

AMERICAN STUDIES

John Burton, Allison McCracken, Amy Tyson

ANTHROPOLOGY

Jane Baxter, Nila-Ginger Hoffman, Morag Kersel, Larry Mayo, John Mazzeo

ART, MEDIA & DESIGN

Shiro Akiyoshi, Matthew Girson, Laura Kina, Jessica Larva, Zack Ostrowski

BIOLOGICAL SCIENCES

Windsor Agguire, Margaret Bellm Jalene LaMontagne, Dorothy Kozlowski, Carolyn Martineau, Eric Norstrom, Katherine Soderstrom

CATHOLIC STUDIES

Karen Scott

CHEMISTRY

Caitlin Carver, Kyle Grice, Graham Griffin, Justin Maresh, Richard Niedziela, Ruben Parra, Quinetta Shelby, Carey Southern

COMMUNICATION

Luisela Alvaray, Daniel Bashara, Paul Booth, Tim Cole, Susan Close, Blaire Davis, Bruce Evensen, Dustin Goltz, Rajul Jain, Yeuseung Kim, Marla Krause, Jason Martin, Erik Peterson, Barbara Willard

COMMUNITY SERVICE STUDIES

Olya Glantsman, Howard Rosing, Leonard Jason

COMPUTER SCIENCE

Peter Hastings, Stephen Luecking, Denise Nacu, Hank Streeter, Rosalee Wolfe

ECONOMICS

Gabriella Bucci, Luke Chicoine, Animesh Ghoshal, Robert Kallen, Paul Kubik, Frank Limehouse, Laura Owen, Brian Phelan, William Sander, Rafael Tenorio

EDUCATION

Marie Donovan, Jason Goulah, Horace Hall, Rachel Harper, Mindy Kalchman, Kathie Kapustka, Kristen Neisler, Roxanne Owens, Darrick Tovar-Murray, Liliana Zecker

ENGLISH

Ted Anton, Barrie Jean Borich, Rebecca Cameron, Jennifer Conary, Marcy Dinius, James Fairhall, Jonathan Gross, Nancy Grossman, Megan Heffernan, Rebecca Johns-Trissler, Bill Johnson-Gonzalez, Richard Jones, Leslie Kordecki, Paula McQuade, Michele Morano, Lucy Rinehart, Kathleen Rooney, Francesca Royster, Eric Selinger, John Shanahan, David Welch, Michael Williams

ENVIRONMENTAL SCIENCE/STUDIES

Christie Klimas, James Montgomery, Mark Potosnak, Jessica Vogt, Margaret Workman

FILM and TV

Meghann Artes, Devin Bell, James Choi, Brian Ferguson, Lee Madsen, John McDonald, Martha McGee, Timothy Peternel, Matt Quinn, Robert Steel

FINANCE

Lamont Black, Sanjay Deshmukh, Ali Fatemi, Lawrence Morgan

GAME DESIGN

Brian Schrank, Heinz Schuller, James Taylor, Allen Turner

GEOGRAPHY

Carolyn Breitbach, Alec Brownlow, Euan Hague, Liam Heneghan, Patrick McHaffie, Alex Papadopoulos, Maureen Sioh

GRAPHIC DESIGN

Amy Schwartz, Dolores Wilber, Lee Zelenak

HEALTH SCIENCE

Douglas Bruce, Sarah Connolly, Jessica Jerome, Cricel Molina, Judith Singleton

HISTORY

Gene Beiriger, Colleen Doody, Thomas Krainz, Otonnu Otonnu, Kerry Ross, Anna Schaposchnik, Warren Schultz, Lisa Sigel, Margaret Storey, Valentina Tikoff, Amy Tyson

HISTORY OF ART & ARCHITECTURE

Cheryl Bachand, Mark Delancey, Joanna Gardner-Huggett, Mark Pohlada

INTERNATIONAL STUDIES

Kaveh Ehsani, Gil Gott, Shiera Malik, Michael McIntyre, Heidi Nast, Shailja Sharma

LATINO/LATIN AMERICAN STUDIES

Juana Goergen, Elizabeth Martinez, Carolina Sternberg, Lourdes Torres

LGBTQ STUDIES

Gary Cestaro

MANAGEMENT

Terri Lonier, William Martin, Patrick Murphy

MARKETING

Stephen Koernig, Jacqueline Kuehl, Melissa Markley, Albert Muniz, Bruce Newman, Mary Vermillion

MATHEMATICAL SCIENCES

David Degras, Nick Ramsey

MODERN LANGUAGES

Maria Beltran-Vocal, Pascale-Anne Brault, Glen Carman, Gary Cestaro, Nobuko Chikamatsu, Juana Goergen, Mark Johnston, Susana Martinez, Jessica Martino, Clara Orban, Anna Souchuk, Laura Urbaszewski

MUSIC

Steve Balderston, Kate Brucher, William Buchman, Cathy Elias, Jeffrey Kowalkowski, Michael Lewanski, Erica Neidlinger, Deborah Peot, Allen Salzenstein, Kurt Westerberg

NEUROSCIENCE

Dorothy Kozlowski

PEACE, JUSTICE, CONFLICT STUDIES

Monika Black, Juana Goergen

PHILOSOPHY

Maria Acosta Lopez, Mike Edwards, Avery Goldman, Randall Honold, Sean Kirkland, William McNeil, Frederic Seyler, Peter Steeves, Kevin Thompson

PHYSICS

Bernhard Beck-Winchatz, Eric Landahl, Jesus Pando, Anuj Sarma

POLITICAL SCIENCE

Clement Adibe, Molly Andolina, Kathleen Arnold, Will Denton, Ben Epstein, Scott Hibbard, Kathryn Ibata-Arens, Catherine May, Joseph Mello, Christine Rivers, Rose Spalding, Phillip Stalley, David Williams

PSYCHOLOGY

Joanna Buscemi, Joselyn Carter, Joe Ferrari, Pablo Gomez, Kathryn Grant, Verena Graupmann, Yan Li, Kimberly Quinn, Christine Reyna, Bernadette Sanchez, Alice Stuhlmacher, Susan Tran

PUBLIC POLICY STUDIES

William Sampson

RELIGIOUS STUDIES

Laurence Edwards, Khaled Keshk, Jumana Khalifeh, Yuki Miyamoto, Scott Paeth, Karen Scott, Chris Tirres

SOCIOLOGY

Julie Artis, Noel Barker, Camille DeBose, Fernando DeMaio, Heather Easley, Martha Martinez-Firestone, Greg Scott, Deena Weinstein

THEATRE

Deanna Aliosius, Claudia Anderson, Coya Paz Brownrigg, Barry Brunetti, Dean Corrin, Carlos Murillo, Bill O'Connor, Rachel Shteir, SueFenty Studham, Joanne Zielinski

WOMEN'S & GENDER STUDIES

Elizabeth Catlett, Elizabeth Kelly

**YOUR
THESIS
POSTER**

CREATING YOUR THESIS POSTER



You are required to complete a **thesis poster** to complement your written thesis. The poster will display your research or creative work, providing viewers with a visual representation to help them conceptualize the topic, background information, research or creative process, and findings of the thesis project. You are free to utilize a combination of text and visuals (artistic and/or quantitative graphics) to inform viewers of the results of your thesis process.

You will use your poster when you present your thesis at the Honors Student Conference on Friday, May 14, 2020. There will also be a viewing session at the conference where you will stand beside your poster to answer visitor questions. If you attend the Honors Senior Gala on Saturday, May 15, your poster will be displayed there as well.

Please note that students graduating in November or March are still expected to present their thesis projects at the Honors Conference in May.

Display boards are available in the Honors Office (Arts & Letters Hall, 210) where you can also view examples of posters completed by honors graduates. Poster-sized documents up to 56 inches wide and 35 inches high may be printed free of charge in the Richardson Library and then glued or clipped to the poster printing your poster you may opt to cut and paste text and visuals elements directly to your poster board.

For poster-printing instructions, go to the DePaul University Library website and select Services →Technology →Print-Scan-Copy →Additional Information →Poster Printing

Please see the next page for poster creation suggestions.

Keep the following elements in mind as you construct your poster:

IDENTIFYING INFORMATION →

- Place the title of your work in a prominent position on your poster.
- Include your name and the name of your Thesis Director and Faculty Reader.

SIMPLICITY →

- Don't attempt to include too much information. Focus on the key features of your work. Consider what you want your viewers to take away with them.
- Keep your text minimal. Your audience will not be standing long to read your poster, so give them the essence of your work with brief, straightforward copy.

HEADINGS →

- Organize your poster into headings such as "Introduction," "Background Information," "The Research Question," "Findings."
- The flow created by these headings will help the audience grasp the concepts they need in order to comprehend your work.
- Consider using the poster panels to help organize the different parts of your project.

SIZE →

- The text and graphics on your poster should be large and bold so the audience can clearly view your work from a distance.
- For headings use at least a 48-point font, and for body text use at least 18-point font.

CREATIVITY →

- Attract your audience to your work with color, detail, and varied visuals.
- Be attentive to layout and placement of your images. Every detail counts!

CARE →

- Your poster represents your work, your thesis faculty, and the Honors Program, so use care in its construction.
- Let your poster communicate your research or creative work in a format that is lively, creative and accurate.

Feel free to contact the Honors Office if you have any questions about your thesis poster.

*We look forward to viewing your work at the
Honors Student Conference and the Honors Senior Gala!*

HONORS

THESIS

CONTRACTS

STUDENT
THESIS DIRECTOR
FACULTY READER

2020-2021 Honors Senior Thesis: Student Contract and Checklist

Name of Student: _____ ID Number _____ Email Address: _____ Cell Phone Number: _____ Major: _____ Quarter/Year in which thesis will be completed: _____
Thesis Director (print clearly) _____ Thesis Director Department: _____ Full-time <input type="checkbox"/> Faculty Reader (print clearly) _____ Faculty Reader Department: _____ Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> PROPOSED TITLE OF THESIS (print clearly): _____
<input type="checkbox"/> I understand the requirements for the thesis project and for the visual element <input type="checkbox"/> I agree to present my thesis at the Honors Student Conference on Friday, May 14, 2021, and to display my visual element at the Senior Gala on Saturday, May 15, 2021. <u>If I graduate prior to spring quarter, I will commit to return to campus for the conference presentation.</u> <input type="checkbox"/> I agree to attend a rehearsal session to prepare me for the conference presentation. <input type="checkbox"/> I have discussed the proposed thesis project with the thesis director and faculty reader and have shown them my thesis proposal materials. <input type="checkbox"/> I have submitted a 100-word Thesis Abstract summarizing my proposed project. <input type="checkbox"/> I have submitted a 3-page Proposal Statement as described in the thesis packet. <input type="checkbox"/> I have submitted an Annotated Bibliography as described in the thesis packet. <input type="checkbox"/> I have worked with my thesis director to determine a meeting schedule. <input type="checkbox"/> I agree to submit a “near-final” draft of the thesis to the thesis director and faculty reader no later than Monday, week 9, of the Thesis Completion Quarter. <input type="checkbox"/> I agree to submit the final draft of the thesis to the thesis director and the faculty reader on or before the first day of finals during the Thesis Completion Quarter. <input type="checkbox"/> I agree to email the Honors Program (honorsprogram@depaul.edu) an electronic copy of the thesis. (An ELECTRONIC SUBMISSION to the Honors Program is REQUIRED.) <input type="checkbox"/> I agree to create a thesis poster, or other visual presentation of my thesis project, to display at the Student Research Conference and the Senior Gala. <input type="checkbox"/> I give the Honors Program permission to post a PDF version of my thesis project on the Honors website for public viewing.
Student Signature: _____ Date: _____

**2020-2021 Honors Senior Thesis: Contract and Checklist
Thesis Director Section**

Name of Student: _____

Name of Thesis Director (printed): _____

Department: _____

- I have read the student's proposal and approve of the topic and scope of the project.

- I approve of the reading list the student has submitted and will assist the student in locating additional sources if needed.

- The student and I have agreed upon a meeting schedule. I will be available to work with the student throughout the designated term and I agree to supervise this student's thesis process.

- I understand the requirements for the written project and the visual element; the interdisciplinary nature of the Honors Senior Thesis; and the requirement that the student present the thesis at the Honors Student Conference on May 14, 2021.

- I agree to assist the student in planning the project's visual element and to prepare the student for the conference presentation.

- I will make an effort to attend the Honors Student Conference on May 14, 2021 to view the student's presentation and poster.

- I agree to read drafts of the project throughout the quarter, including a "near-final" draft submitted no later than Monday of week nine, and make timely recommendations for revision.

- I understand the deadlines for project submission: "Near-final" draft due by Monday of week 9; Final copy of thesis due first day of Finals Week (unless otherwise arranged with student); Electronic copy submitted to Honors Program upon completion.

- I agree to evaluate the student's work, confer with the faculty reader, and submit a grade for the final project according to the university's grade-submission deadlines.

- I am a full-time faculty member at DePaul University.

(Please note that only full-time faculty may be asked to serve as thesis directors.)

Thesis Director Signature: _____ **Date:** _____

**2020-2021 Honors Program Senior Thesis
Contract and Checklist
Faculty Reader Section**

Name of Student: _____

Name of Faculty Reader (printed): _____

Department: _____

- I have read the student's proposal and approve of the topic and scope of the project.
- I agree to read a "near-final" draft of the project submitted no later than Monday of week 9 of the Thesis Completion Quarter.
- I agree to make timely revision recommendations to the student after reviewing the draft.
- I agree to read the final draft of the project, submitted no later than Monday of finals week, and view the visual element
- I agree to confer with the Thesis Director on the final project evaluation and make recommendations as indicated.
- I will make an effort to view the student's conference presentation on May 14, 2021.

I am a full-time or part-time faculty member at DePaul University.

Faculty Reader Signature _____ **Date:** _____