

**The Eureka College
Honors Program**

Handbook

Updated 9/19/11

Note: The Handbook is intended as a supplement to the description of the Honors Program that is found in the Eureka College Catalog. It does not replace the Catalog description. In the event of there being a discrepancy between the Handbook and the Catalog, the Catalog should be followed.

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1. Why Honors? The benefits of participating in the Honors Program

The Eureka College Honors Program is a supplementary course of instruction designed to add academic challenge and intellectual engagement to the student's college experience. The additional requirements of the Program (Honors seminars, Honors sections of General Education courses, the thesis) are designed to enhance the student's education in the following ways:

- Smaller classes of academically accomplished students enable each Honors student to work more closely with faculty and participate in a lively, engaged classroom environment.
- Honors sections of General Education courses cover the same material as the regular sections, but are able to proceed at a higher level of discussion.
- Honors seminars allow students to join faculty in the exploration of topics and issues that are outside of the normal purview of the curriculum, adding to the scope and depth of the student's education.
- Being in classes and attending events with other Honors students creates a lively intellectual community that Honors students can enjoy throughout their time at Eureka College.
- The thesis is an outstanding opportunity for students to pursue in depth the study of a topic of their own choosing. By the end of the three semesters of thesis work (which begins in the second semester of the junior year, with the Prospectus), students are truly experts on their subjects: they are in the role of teaching their professors. In addition, working under the close supervision of three faculty members throughout the thesis process gives students an unparalleled opportunity for intellectual growth.
- The thesis is an ideal document to use in graduate school applications (in any field) or as a writing sample for applications to research- or writing-intensive jobs. Moreover, the experience of writing a thesis—a sustained, research-driven exploration of a single topic—is excellent training for a variety of careers.
- The close relationships that students develop with faculty through the Honors Program (both in coursework and in writing the thesis) means that those faculty can write particularly strong, well-informed letters of recommendation for the student.
- Students who successfully complete the Honors Program graduate at the head of their classes and receive a special medallion at graduation. They also receive Honors designation on their transcripts.
- Completed Honors theses are professionally bound. One copy will be mailed to the student (usually in the fall after graduation) and one copy will be placed in the Gammon Room at Melick Library for posterity and future reference.

Of course, these benefits are complemented by the challenges presented through the Honors Program. This handbook is intended to help you navigate those challenges. If you have additional questions, please contact Dr. Barr (see Section 7).

2. Enrollment and standards

a. Admission to the Honors Program

First-year students

Eligible first-year students are usually contacted before the start of their first academic years, typically at or before the Jump Start sessions that they attend. Eligibility is determined through an assessment of students' high school class ranks and ACT percentiles; these numbers are used to generate a predicted freshman GPA. A minimum predicted freshman GPA of 3.25 is needed for a student to be Honors-eligible. Students who are unranked or who take the SAT instead of the ACT may slip through the cracks (although we do try to watch for students of exceptional ability and to determine their eligibility separately); such students, if they are interested in the Honors Program, may contact the Director (see Section 7) or the Records Office and we will find an alternate way of determining eligibility.

After the first year

At the end of each academic year, rising sophomores who are in the top 15% of their classes are invited to join the Honors Program. This is the last opportunity to join Honors. Transfer students are, unfortunately, not eligible for the Program at this time.

b. Maintaining good standing

In order to remain in good standing in the Honors Program, students must maintain a GPA of at least 3.25 and have taken and/or be enrolled in the appropriate Honors classes. Students whose GPAs slip below a 3.25 are usually given one semester to bring it back up to that level before being asked to leave the Program. Exceptions to this rule (i.e. a longer period of time to raise the GPA) may be made at the Director's discretion. In order to graduate with Honors, the student's final GPA must be at least a 3.25.

If a student is unable to take a required Honors course—if, e.g., IDS261WH conflicts with a course that is required for the student's major—special arrangements may be made with the consent of the Director. In other words, don't withdraw from Honors just because of a scheduling conflict; check in with the Director first.

c. Leaving the Honors Program

It is recommended that students stay in Honors for as long as it provides them with a positive challenge, even if they do not intend to complete the Program. For example, if a student knows that she will be unable to write a thesis in her senior year, she may continue taking Honors seminars until enrollment for the Thesis Prospectus (HON301) is required.

Should a student decide to leave the Honors Program, he or she must discuss this decision with the Director. The reason for these "exit interviews" is primarily so that the Director can discern any common areas of concern that are causing students to leave the Program and address those as necessary. Students should also discuss their decision to leave the Program with their regular academic advisors.

Students may leave the Honors Program at any time without any penalty. However, if possible, they must withdraw from all Honors-designated courses that they are enrolled in at that time.

3. Required coursework

a. Honors seminars (HON200)

Honors students are to take a total of three one-credit Honors seminars during their time at Eureka: one in the first year, one in the sophomore year, and one in the junior year. Students who join the Program at the end of their first years are only required to take a total of two Honors seminars. Typically, four seminars are offered every year; topics and instructional faculty change every year.

Students who have already completed their required seminars may, if they choose, take an additional seminar in their senior years; credit for these seminars will count towards graduation as an elective. Students may also take an extra seminar in any earlier year, although enrollment priority will be given to students who need the seminar. Taking an extra seminar in one year normally will not replace the seminars needed in other years (e.g. if Frank takes two seminars in his first year, he will still need to take seminars in both his sophomore and junior years, unless special circumstances—validated by the Director—warrant that an exception be made).

b. Honors sections of General Education courses

In their first years, Honors students should enroll in Honors sections of IDS101 (First-year seminar) and ENG103W (Academic Writing and Research). Honors sections of these courses are designated with an “-H” after the course number.

In the sophomore year, Honors students should enroll in the Honors sections of IDS261W and IDS262 (Western Civilization I and II). Honors sections of these courses are designated with an “-H” after the course number.

As noted in Section 2.b, irreconcilable schedule conflicts may exempt students from some of these requirements; such cases must be cleared with the Director. Insofar as it is possible, these courses will be scheduled at times that cause minimal scheduling conflicts.

c. Thesis preparation courses (HON301, HON410, HON420)

HON301: Thesis Prospectus Preparation

The prospectus—essentially a proposal for the thesis topic, about 10-15 pages in length—is usually written in the second semester of the junior year. Students who are planning to student teach and/or study abroad may take HON301 in the first semester of the junior year. HON301 is worth one credit-hour and is conducted as an independent study. During the semester in which the student takes HON301, he or she should meet regularly with his or her Advisor, Reader, and the Honors Program Director. The Director may also arrange meetings and mini-workshops for students enrolled in HON301 to help them with the writing process. HON301 is taken as a Pass/Fail course.

See Section 5.e and Appendix 2 for more information about the prospectus. Sample prospecti are available from the Director upon request.

HON410: Thesis Preparation

This course, which is worth two credits and conducted as an independent study, is usually taken in the first semester of the senior year (although students who will be student teaching or studying abroad may need to adjust this timeline somewhat in consultation with the Director and the Thesis Advisor). Most of the writing of the thesis should take place during this semester; ideally, a complete first draft of the thesis should be written by the end of the semester in which HON410 is taken. Bear in mind, however, that this is an *ideal* timeline; in practice, each student will come up with a schedule that is appropriate for his or her project in consultation with the Committee (made up of the Thesis Advisor, Reader, and Honors Program Director).

HON410 is a graded course.

See Section 5 and Appendix C for more information about the Thesis. Students are also strongly encouraged to look at the bound theses in the Gammon Room for examples of past theses.

HON420: Thesis Presentation

HON420 is an extension of HON410. Taken during the student's last semester of coursework, it is a two-credit-hour independent study that allows the student to complete his or her thesis, prepare for the thesis presentation, and present his or her thesis to the community. By the end of this course, students will have submitted their final manuscripts for binding and given their presentations. Presentations are usually scheduled for March or April (for students graduating in the spring) or November/early December (for students graduating in the fall). The thesis must be successfully completed and presented prior to the student's graduation date.

HON420, like HON410, is a graded course. Students must receive an A or B in HON420 in order to graduate with Honors.

See Section 5.f for more detailed information about the presentation itself.

4. Other requirements

a. Hours outside of the division of the major

In order to complete the Honors Program, the student must complete *either* a minor outside of the division of his or her major *or* twelve credit hours at the 300 level outside of the division of his or her major.

Divisions within the college are 1) Business and Social Sciences [history, psychology, criminal justice, sociology, business, accounting, economics, etc.]; 2) Education; 3) Fine and Performing Arts [art, music, theater, etc.]; 4) Humanities [communication, English, philosophy and religion, foreign languages]; and 5) Math and Sciences [biology, chemistry, environmental studies, physics, math, etc.]. Students who are pursuing secondary education in any subject automatically fulfill this requirement, since the Education requirements are essentially equivalent to a minor or even a double major. Students who have two majors in different divisions fulfill this requirement, as well.

b. Foreign language/math requirement

Honors students are also required to complete *either*

- A foreign language to the 260 level (12 hours). Successfully passing a proficiency test counts towards this requirement: e.g., if you into Spanish 240, then you only need two semesters of Spanish (SPA240 and SPA 260) to complete the requirement.

or

- Calculus I and II (MAT171 and MAT271). **Business calculus courses (MAT161 and MAT162) do not fulfill this requirement.**

Students should bear these requirements in mind when planning their schedules.

c. GPA

As indicated in Section 2.b, students must maintain a GPA of 3.25 or above to remain in good standing. To graduate with Honors, the student's final GPA must be at least 3.25. See Section 2.b for more information regarding this requirement.

d. Thesis

Students must complete a thesis and receive a grade of A or B in HON420 in order to graduate with Honors (see Section 3.c and Section 5).

5. The thesis

a. What is a thesis? The scope of the project

A thesis is an advanced, in-depth exploration of a single topic or issue. What constitutes a viable thesis will vary by discipline, so students are advised to consult with faculty in the fields that they might wish to work in about specific disciplinary requirements and possibilities. Browsing through the completed theses in the Gammon Room is also a good way of figuring out what a thesis might look like. The thesis may be on any topic—not necessarily within the student’s major.

One question that students often ask is, “How long should my thesis be?” This is a good question; unfortunately, there is not a simple answer. The thesis should be as long as it needs to be to adequately answer the research question. More concretely, however, it should probably fall somewhere between 40 and 80 pages, including appendices and other supporting materials; experiment-based theses in the sciences and social sciences (such as psychology) may be on the shorter side, while text-based disciplines (such as English, History, and Philosophy and Religion) will likely generate longer theses.

As you develop your topic, expect to narrow it down more than you might think possible. One of the real lessons of the thesis-writing process is that you can write a great deal about something that might seem very small. So, for example, a good thesis might explore the impact of a single letter-writing campaign upon perceptions of the Vietnam War in one city (note: this is a completely made-up example); a much weaker thesis would be one that tried to discuss the whole history of protest against the Vietnam War—a topic that is much too broad to be adequately covered in a single study. In the early stages of your project, however, it’s okay to think big. Read some of the major literature in the field and consult with professors in that discipline to start to narrow your topic. It is not at all unlikely that you will continue to refine and hone your actual topic even after you submit the prospectus.

Do not fear the thesis. This is the most important advice that I (the current Director) can give you. It may seem daunting at the outset, but once it’s broken into its component parts, you will realize that you are capable of completing it. Throughout the whole process, you will have three professors working with and supporting you in your endeavor—and at the end, you will have a completed project that you can be very proud of.

b. Creative projects

Honors theses may also be creative projects. In the past, for example, a student wrote a novella for his thesis. Creative projects may appeal to students with a strong interest in writing or the fine and performing arts. A creative thesis will normally consist of the project itself and an extended critical essay that brings scholarship to bear upon the student’s project. The critical essay may also explain the student’s artistic process, the goals of the creative project, and the influence of other artists and/or scholars

Specific details regarding the scope of the project and the essay will be established in consultation with the Director and the proposed Advisor.

c. Timeline

Below is the standard timeline for completing the thesis. As noted above (in Section 3.c), this may vary for some students, including those who a) intend to student teach, b) intend to study abroad, or c) are graduating on an unusual schedule (e.g. a semester early or a semester late).

- Second semester junior year: HON301 (Thesis Prospectus Preparation)
 - By early/mid-February: choose your committee
 - By the week after spring break: submit a complete draft of your prospectus
 - By mid-/late April: submit a second, near-final draft of your prospectus
 - By the last day of classes: submit your final prospectus
- Summer between junior and senior year: begin researching, conduct relevant experiments/internships, or simply rest up and get ready for the next semester. What you do during this time will depend on the type of project that you're working on, where you are in the process by the end of your junior year, and what you and your committee decide that you should be doing.
- First semester senior year: HON410 (Thesis Preparation)
 - First two weeks of classes: meet with your committee to determine a schedule for the semester
 - Throughout the semester, meet regularly with your advisor and/or full committee to discuss your progress.
 - By about December 1: ideally, submit a complete (rough) draft of your thesis
- Second semester senior year: HON420 (Thesis Presentation)
 - First week of classes: work with your committee to determine a schedule for the semester (this may also be done at the end of the first semester)
 - By mid-January: submit a complete draft (if you have not already done so)
 - January, February, early March: revise, revise, revise!
 - By the last day of classes before Spring Break: submit a penultimate draft to your committee
 - By mid-March: schedule a presentation date
 - March or April: present your thesis
 - By late April: submit the final version of your thesis for approval (note: you may end up submitting your final version after your presentation)
 - By one week before graduation: hand in to the Director a final, clean copy of your thesis, with signature page, for binding
 - May: graduate!
 - August or September: receive your bound thesis in the mail. **Please be sure to give your permanent address to the Director so that it can be sent to**

you. Every student receives one free copy of his or her thesis; additional bound copies can be ordered for the cost of binding (about \$14 each at the time of this writing).

See Appendix B and Appendix C for sample syllabi for HON301 and HON410/420.

d. Selecting your committee

One of the first things that you will do in this process is select a thesis committee. One member—the Honors Program Director—will be on your committee by default; the Director acts as a second reader and, since she is usually not well versed in the discipline of the thesis, makes an excellent trial audience (i.e. intelligent but uninformed). She will also advise you on the practicalities of thesis-writing—formatting, due dates, standards, etc. (See Section 6.c for more on the role of the Director.)

The most important member of your committee is the **Thesis Advisor** (see Section 6.a for more on the role of the Advisor). This person must be a faculty member at Eureka College and should be in the field of your project (or as close to it as possible). Early in HON301, you should meet with the person whom you would most like to have as your Advisor to ask him or her to serve in that capacity. Bear in mind that he or she might say no; faculty can be very busy and may not have the time to take on your project. For that reason, it's not a bad idea to have a second choice.

When you first meet with your prospective Advisor, be prepared to discuss your proposed project in as much detail as you can. You don't need to have all of the answers yet (in fact, you shouldn't), but you should be able to demonstrate your enthusiasm for the project and a certain degree of focus.

Once you have an Advisor, you will need to select a **Reader** (see Section 6.b for more on the role of the Reader). If you have an interdisciplinary project, this person could be in the second discipline of your thesis (e.g. if your project is in Biology and Psychology, Dr. Toliver might be your Advisor and Dr. Kaiser might be your Reader). You could also select a Reader based on your prior relationship to him or her—if you know that you work very well with a certain professor, and that his or her feedback has always been particularly useful to you, then that person, regardless of his or her discipline, could make a good Reader. However, you want to take advantage of the faculty's knowledge base, so it's best to have a Reader who is at least tangentially acquainted with your field. Your Advisor might have some advice about selecting a Reader, if you're stuck. Again, you will need to schedule an appointment to meet with your prospective Reader and to ask him or her to serve in this capacity. Readers should also be faculty at Eureka.

One additional note: **All three of your committee members cannot be from the same discipline.** This issue usually resolves itself with the Director's inclusion on the committee; essentially, all that this means (at the time of this writing) is that you cannot have your committee entirely out of the English department. You may, however, have a committee that is made up of three people from the same division.

e. Prospectus

The prospectus is essentially a proposal—a description of your proposed project and a roadmap towards its completion. It should be about 10-15 pages long, double-spaced, including a bibliography (annotated or not; it's up to you). The final prospectus will not look like a regular paper. Instead, it will be divided into sections—"Topic," "Definition of Terms," "Tentative Table of Contents," etc. A model prospectus is available upon request and will be distributed to students enrolled in HON301. The specific contents of your prospectus will be determined by your topic, however; do not feel that you have to force it into a structure that doesn't make sense.

You will write your prospectus during HON301. Under the guidance of your committee, you will begin to explore the literature on your topic, compose a research question and hypothesis, and plan out your work for the following year.

f. Thesis presentation

As stated in Section 3.c, the presentation is prepared and completed while the student is enrolled in HON420 and must be given before the student graduates in order for him or her to receive Honors designation. Presentations are open to the entire campus community; the student is encouraged to invite family and friends to attend. All Honors students are required to attend as many thesis presentations as they can throughout their time at Eureka.

Presentations take place in the Gammon Room and are formal academic events. They are an opportunity for the student to share his or her work with the larger community and also to be publicly recognized and celebrated for his or her achievements. The presentation will be planned in consultation with the Committee, but usually it aims to do the following:

- introduce the audience (who can be thought of as "intelligent but uninformed") to the issue under consideration;
- articulate the student's expected and actual findings; and
- provide an overview of the project as a whole.

The format of the presentation is as follows:

1. The Director will briefly introduce the student, listing his or her achievements and extra-curricular work during his or her years at Eureka.
2. For thirty to forty minutes, the student will present his or her work (essentially a short version of the thesis).
3. The student will then take questions from the Committee: first, the Advisor, then the Reader, then the Program Director. The Director will moderate the questions.
4. Questions from the audience at large. Again, the Director will moderate.
5. Reception.

Students are encouraged to use audio/visual materials as appropriate. It is strongly recommended that the student go through a full dress rehearsal with the Committee (or as much of it as is able to attend) about a week prior to the actual presentation.

g. Conducting surveys and studies of human subjects (Institutional Review Board)

If your research involves human subjects—including conducting a survey—you will need to go through the Institutional Review Board to receive approval for your research methods. **The IRB must approve all surveys conducted by Eureka College students.** Receiving IRB certification and approval is a relatively straightforward process and should not deter you from performing the research that you want to pursue; however, it does require a little advance planning.

Information about the IRB can be found on the Students page of EC Connect (there is a large gray button called “IRB Training” on the right-hand side of the page, about half a screen down). Dr. Ann Fulop (Psychology) is the chair of Eureka College’s Institutional Review Board and can help with any questions about the IRB process.

6. The thesis committee

a. The role of the Advisor

The Advisor is the primary supervisor of the student's thesis. The degree to which the Advisor will be involved varies by discipline; in the sciences and some social sciences, for example, it may be appropriate—especially if the student is conducting an experiment—for the Advisor to work very closely and meet frequently with the student. However, if the thesis is something that the student can accomplish more independently (i.e. without as much direct material support as an experiment would require), then the advisor might meet only monthly with the student.

The Advisor should help the student to orient his or her research, provide suggestions for further reading and exploration, help to limit and narrow the student's topic, and assist the student in adhering to disciplinary standards. However, both the student and the Advisor should be very clear on the fact that **the thesis is the student's own work**: ultimately, the Advisor is not responsible for the final product. Likewise, the student should take a strong initiative in coming up with the general area of research and the actual research question, although, again, this may vary by discipline.

In practical terms, an Advisor will help the student to determine a schedule for completing work, read and comment on drafts of chapters in a timely manner, help the student to work through frustrations and obstacles, be a sounding-board for the student's ideas, and (with the rest of the Committee) award a final grade for HON410 and HON420. He or she should also expect to attend the student's presentation rehearsal and must attend the thesis presentation.

b. The role of the Reader

The Reader is secondary to the Advisor and will probably have less frequent contact with the student. The Reader might not read early drafts but will read and comment on revised drafts in a timely manner; may provide input into the student's schedule for completing the project; will participate in Thesis Committee meetings once or twice a semester (or as needed); will attend the thesis presentation and, if possible, the rehearsal; and will award (with the rest of the Committee) final grades for HON410 and HON420.

The Reader's role is more fluid than the Advisor's because it is determined to a larger extent by the Reader's expertise in the field. If the thesis is on an interdisciplinary topic that relates to the Reader's own discipline, then he or she may provide more input into the actual shaping of the thesis; if the Reader is not in the discipline, then he or she may be more of a sounding-board or editor, or act as an "intelligent but uninformed" audience to ensure that the student's writing is accessible and the project clearly explained.

c. The role of the Honors Program Director

In all cases, the Director is available to provide information about standards, timelines, and basic details such as proper formatting. The Director will schedule the Gammon Room and order refreshments for the presentation; she will also be responsible for advertizing the presentation, moderating questions at the presentation, and having the thesis bound. She will

attend all presentations and, if possible, presentation rehearsals. She will usually lead Committee meetings and check in with the student to ensure that he or she is on track to finish the thesis on time.

The Director will also read all theses, usually at the same rate as the Reader (i.e. not early drafts, but revised drafts), although she may be called upon to vet chapters earlier if the student and the Advisor feel that it is necessary. During semesters when there are an unusually large number of thesis-writers, however, the Director may not be able to read all drafts or to comment actively on initial versions of the thesis.

d. Committee meetings

It is the student's responsibility to arrange committee meetings. The Advisor, Reader, or Director may also call for meetings, but the normal meetings (as indicated on the syllabi; see Appendix B and Appendix C) should be scheduled by the student.

To schedule a meeting, email all committee members to determine their availability, and then inform them of the time that works best for everyone; be sure to give them at least a few days' notice—more if they will need to read and comment on written work prior to the meeting. Committee members may suggest locations for meetings to be held; students can also schedule rooms by contacting Christi Ulrich.

7. Contact information

If you have questions about the Honors Program, please contact Dr. Jessica Barr, the program's director.

Email: jbarr@eureka.edu
Phone: (309) 467-6337
Campus mailbox: #118
Office address: Burrus Dickinson 301 (Humanities Division offices)
Mailing address: Eureka College, 300 E. College Ave., Eureka, IL 61530

Information about the Honors Program is also available on the web at

<http://www.eureka.edu/academics/honors/honors.htm>.

Appendix A: Checklist of requirements

General Education Requirements

- Calculus I & II: MAT 171 _____ & MAT 271 _____
 or
Language up through 260 level or equivalent _____

Major: _____

- Minor in division other than major: _____ Minor: _____
 or
12 hrs. 300-level in divisions other than major: _____ _____
(not including IDS 490) _____ _____

Freshman Year

- IDS101H Honors First-Year Seminar (unless there is a scheduling conflict)
 ENG103WH Honors Academic Writing or equivalent _____
 HON200 Honors Seminar (1 hr.): _____
1st sem. GPA: _____
2nd sem. GPA: _____

Sophomore Year

- IDS261WH Honors Western Civ. I
 IDS262H Honors Western Civ. II
 HON200 Honors Seminar (1 hr.): _____
1st sem. GPA: _____
2nd sem. GPA: _____

Junior Year

- HON200 Honors Seminar (1 hr.): _____
 HON301 Honors Prospectus Preparation (1 hr.): _____
1st sem. GPA: _____
2nd sem. GPA: _____

Senior Year

- HON410 Honors Thesis Preparation (2 hrs.): _____
 HON420 Honors Thesis Presentation (2 hrs.): _____
1st sem. GPA: _____
2nd sem. GPA: _____

Appendix B: Sample syllabus for HON301 (Prospectus Prep)

(Dates refer to Spring 2010)

“A course meant to teach the basics of topic selection, bibliographical development, introduction to research and prospectus development in preparation for the writing of the Honors Thesis. (Generally taken 2nd semester of Junior Year.) Credit is offered on a pass-fail basis” (Eureka College Catalogue).

The following is required to pass this course:

- 1) By the 1st third of the semester (Feb. 15): a title and a consent form signed by each member of your committee.
- 2) By the second third of the semester (March 19): a rough draft of your prospectus to all members of the committee. This will give your committee time to make some comments that can be addressed in your final draft.
- 3) Near the end of semester (April 14): a final draft to all members. We can then schedule a meeting of the entire committee to talk over your project and make suggestions on your next steps.
- 4) By the very end of the semester (April 28): a copy approved (that is, signed) by the Thesis Advisor, the Thesis Reader, and finally by the Director of the Honors Program (Dr. Barr).

We will also be meeting monthly as a group to discuss any issues that come up in your work, consider models of theses and prospecti, and to generally make the process a little less lonely. I will give you a separate syllabus with meeting dates.

First, however, you must choose your committee. You will select your Thesis Advisor and the Thesis Reader, while I serve as a second Thesis Reader; that makes a committee of three. The only restriction on your choice is that at least one member of the committee must be outside your major area. This committee makes all official decisions on your thesis, e.g., approval of prospectus, grading and approval of thesis, and evaluation of the presentation. The Advisor should have an expertise in the topic you have chosen, and it is this person with whom you will primarily be working. Your choice of the Thesis Reader can be based on complementary expertise (depending on the topic) or your wish to work with a particular faculty member. You are stuck with me as your third committee member.

Your topic can be in your major field or not. We encourage interdisciplinary topics (see list of recent Thesis titles). Part of what you will be negotiating with your potential Advisor and Readers is your topic. And not all faculty have the time or particular interest to advise/read. Be prepared to adjust your topic and your choice of committee members to suit each other as well as yourself.

The prospectus is a fairly major undertaking in itself and requires a fair amount of research and knowledge of your topic (see Model). Think of it as a major term paper, 10-15 pages. You will need to get a topic and a committee selected pretty soon so that you can have an acceptable prospectus ready by the end of the semester.

Last day to drop HON301-----1/25/10

Last day to withdraw from HON301----3/22/10

Appendix C: Sample syllabus for HON410 and 420 (Thesis Prep and Thesis Presentation)

HON 410W Honors Thesis Preparation (Fall 2010)
HON 420W Honors Thesis Presentation (Spring 2011)

The following are required meetings and deadlines to pass these two courses (exceptions may be granted by the committee):

August 25- Sept. 8. Initial Meeting with Thesis Committee to set goals and grading criteria for HON410.

December 1. Deadline for producing something significant (ideally, a complete rough draft) on which the committee can give you a grade for HON 410.

March 4. Complete draft of Thesis due.

March 21-25. Meeting of Thesis Committee with student for an evaluation of complete draft and recommendations for minor final revisions and for public presentation.

March - April. Public Presentation of Thesis.

April 20. Circulation of final draft for final approval.

May 3. Corrected, signed (by Advisor and Reader), and ready-for-binding draft of thesis due to Honors Program Coordinator (Dr. Barr).

May 14. March in front of your graduating class to receive your honors medallion.

Students and/or Advisors are to arrange other meetings of the committee and deadlines as needed or desired; individual meetings with members of the committee are always encouraged. A dress rehearsal for the presentation in front of the committee a few days prior to the event has been found to be particularly helpful.

Other Important dates:

Sept. 8-----last day to drop HON 410

Nov. 1-----last day to withdraw from HON 410

Jan. 31-----last day to drop HON 420

Mar. 28-----last day to withdraw from HON 420

