

So you want to advise an Honors Thesis?

A faculty guide to HON 450 and 451

2022-23 Academic Year

Overview

What is an Honors Thesis?

The Honors Thesis is an opportunity for an Honors student to complete significant research or a creative project in their area of interest. If you agree to be a thesis advisor you are committing to guiding the student through the process of completing the research or creative project. The experience of working with an Honors student on their thesis can be extremely rewarding, but it does require commitment and work on the part of the thesis advisor (and, to a lesser extent, on the part of a thesis committee member). This guide was created to clarify the responsibilities of a thesis advisor and to make the process of advising an Honors thesis as smooth as possible.

Different disciplines have different standards and expectations for length and style of the Honors thesis. Part of your role is to help the student understand what is typical for research or creative work in your field. Note, however, that *all* Honors theses must include a written paper. For example, the thesis might focus on the production of pieces of visual art, but the artwork must be accompanied by a paper explaining the art (influences, themes, context, etc.) as well as how it was created (materials, techniques, etc.). Videos, slideshows, web pages, performances, exhibits, posters, and other formats for presenting research and creative work can serve as excellent supplements to the Honors thesis paper, but they are not sufficient to fulfill the requirements for an Honors thesis unless they are accompanied by an explanatory paper.

It is possible to complete an Honors thesis in *any* major or interdisciplinary program. Examples of Honors thesis titles from a variety of disciplines are given in the Appendix. If you are unsure about what an Honors thesis in your field might entail, please consult with faculty in your department who have previously advised Honors theses and always feel free to discuss the issue with the director or assistant director of the Honors Program.

General Requirements for Advising an Honors Thesis

Faculty who wish to advise an Honors thesis must do the following:

- Agree to serve as a thesis advisor when approached by an Honors student
- Help the student select a topic for the thesis
- Serve as the instructor for the student's HON 450 and HON 451 courses
- Supervise the student's thesis defense
- Ensure that the signed thesis and ranking sheet are submitted to the Honors director

Details on all of these steps are given in this document.

Agreeing to Serve as a Thesis Advisor

Connecting a student to the right thesis advisor is a crucial step in the process of completing an Honors thesis. Students are encouraged to identify their thesis advisor and choose a general topic for their thesis as early as the first semester of their junior year. Before agreeing to serve as a thesis advisor you should carefully consider whether or not you are able to make a two-semester commitment to guiding the student's thesis project. You are strongly encouraged to read this guide before you decide to advise a thesis so that you will know what to expect.

Even if you are willing and able to serve as a thesis advisor, you should carefully consider whether or not you are the right person to advise this particular thesis. Meet with the student and discuss their plans *before* you agree to serve as their thesis advisor. Sometimes students have a particular topic in mind for their Honors thesis and they are seeking an advisor who can assist them in their research or creative work. If you do not feel you have the necessary expertise to assist a student with their intended project, then you may want to direct the student to someone else who might have more expertise relevant to the project topic. If there is nobody else with the relevant expertise, then you can take on the challenge of advising a thesis outside of your field if you wish, but if you are not comfortable doing so then do not hesitate to tell the student that you won't be able to serve as their thesis advisor for that topic. The student may need to modify their proposed topic or they may need to find a different thesis advisor.

Sometimes students will approach you to serve as their thesis advisor without a particular topic in mind. Typically, these are students who are majoring in your field and they just want a project that will deepen their understanding of the major. They may know about your field of research or creative work and they may find it interesting, but they do not have a particular project in mind. If you are interested in working with the student, feel free to propose a thesis topic that is connected to your own work. This could be a piece of a project you are already working on (or planning to work on) or it could be a new idea that is closely related to your previous work. Whatever you propose, keep in mind that you will need to allow the student to carry out their own original work. It is expected that you will provide direction and feedback for the student's work, and perhaps train them on techniques and knowledge they need to complete the work, but the student should not simply assist with work that you are doing. The student must take a lead role in the work that will form the heart of their Honors thesis (which may be a small part of a larger project within your own research agenda).

If you are willing to advise the student's Honors thesis and you and the student can agree on a topic, you should still consider the time commitment involved in advising a thesis before agreeing to serve in this way. Think about your other commitments and make sure you will have time to devote to assisting the student with their work. The commitment may be no more than 1 or 2 hours per week throughout HON 450 and 451, with an increased time commitment near the end when you must read and provide feedback on the student's draft thesis, but keep in mind that HON 450 and 451 do not count toward your teaching load during the academic year. It is not recommended to serve as a thesis advisor for more than two students at a time. If you receive an excessive number of requests to serve as a thesis advisor, discuss the situation with your department chair and/or the Honors director to see if other faculty in your department could help to shoulder this burden.

Choosing a Thesis Topic and Committee

Before you agree to serve as a thesis advisor, you and the student should have come to some agreement about the general topic of the thesis. Once you have agreed to serve, try to help the student narrow their thesis topic into a well-defined and achievable plan that will still make an original contribution to your field. Keep in mind that the thesis work will be carried out over the course of two semesters and will earn the student 6 credit hours, so you can expect the student to put in an amount of time and effort appropriate to that level of academic credit. Try to define a project that leverages the student's prior academic experience and personal or career interests – students will be more successful in projects for which they are adequately prepared and in which they are deeply interested. If the project requires significant knowledge or skill that the student lacks, make sure to account for the time the student will spend gaining this knowledge and skill when you define the scope of the project.

Once you have helped the student to formulate a well-defined plan for the thesis project, feel free to make changes to that plan as needed. Some projects may encounter unforeseen obstacles that will require a modification to the plan. If you realize that the original plan was too ambitious, you can scale the project back to something smaller provided the student is still contributing something original to the field. Minor changes can be made without notification, but it is a good idea to check with the Honors director before making major changes to a thesis plan after the student has enrolled in HON 450.

Some projects may involve tasks that need to be completed *before* the student begins the research or creative work. Will the work require monetary expenditures? If so, you may want to help the student apply for (internal or external) grant funding as soon as possible, or apply for funding yourself if appropriate. Will the project involve research on humans or animals? If so, you may want to help the student to gain approval from

the relevant oversight committee (the Institutional Research Board or the Institutional Animal Care and Use Committee) before the student begins HON 450.

In addition to helping the student define their thesis project, you should also help the student to identify other faculty to serve as thesis committee members. The student must select at least one, and up to two, other faculty to serve on the thesis committee. If you know of other faculty who have expertise relevant to the student's project you should recommend that the student contact those faculty about serving on the committee. Otherwise, it may work best just to find someone else in your department who is willing to serve as a committee member. The duties of a committee member are not onerous – mostly they just read what the student has produced and provide feedback.

HON 450: Honors Thesis I

When should a student take HON 450?

It works best for students to take HON 450 during the spring semester of their junior year. That sets them up to take HON 451 during the fall of their senior year, which gives them a one semester buffer in case their work is delayed for some reason. It is possible for students to take HON 450 during the fall of their senior year, but that means they must complete HON 451 during the following spring semester. Some students elect to take HON 450 during the summer after their junior year, although they will be charged for summer tuition if they choose this option (and you will receive summer pay as the instructor for the course). Ideally it is best to take HON 450 and HON 451 in consecutive semesters, but in some cases (e.g. students who study abroad) students may need to take them in non-consecutive semesters.

Enrolling in HON 450

To enroll in HON 450 the student must complete the HON 450 registration form (see Appendix). As the thesis advisor, your role in helping the student to enroll in HON 450 is to supply a syllabus for the course. See the Appendix for a syllabus template for HON 450. You must also sign the registration form, as must all other committee members. You may also want to review the student's personal statement that is submitted with the registration form. Once the paperwork (syllabus, personal statement, signed form) is complete the student will take everything to the Honors director for their signature before turning everything in to the Registrar's Office before add/drop ends. Once the paperwork has been processed, a section of HON 450 should appear on your teaching schedule for the relevant semester and a Canvas page will be created for that section and populated with the student who is enrolled.

What happens in HON 450?

HON 450 is intended to help the student prepare for writing their thesis. This preparation may take many different forms, depending on the project topic or academic field. During HON 450 the student should develop a detailed proposal for their thesis project and begin any necessary background work. Background work might include obtaining required approvals (IRB or IACUC), writing a grant proposal to fund the project, performing a literature review, drafting an annotated bibliography, identifying community partners with whom the student will work, planning and beginning laboratory work, field work, or computational work, developing survey instruments, creating works of art, composing music, etc. Your job as thesis advisor is to provide guidance as the student carries out this work and to monitor the student's progress to ensure that they will be able to complete their thesis by the end of their HON 451 course. Most thesis advisors meet with their students on a regular basis, perhaps once per week. Generally, the student will not start writing the actual thesis paper in HON 450, although in some cases they may start writing a portion of the thesis. It is really up to you and the student to determine what must be done in HON 450, but remember that the more the student gets done in HON 450 the less they will have left to do in HON 451.

The Thesis Proposal

In HON 450 the student is expected to write a detailed project proposal that describes exactly what they will do for their thesis project. In addition, their proposal should report on any work already accomplished during the HON 450 course. That report might consist of your annotated bibliography, notes from a literature review, a description of lab work accomplished, etc. You and the other committee members should review this proposal and the quality of the proposal/report should factor into the student's grade for the HON 450 course.

Deadlines for HON 450

The student must submit a draft of their thesis proposal and report to you and the other committee members by the end of the 13th week of classes. The committee may grant an extension on this deadline, but only if the student requests that extension prior to the 13th week. Any student who does not submit a thesis proposal and report by the deadline will receive a grade of "U" and must repeat HON 450 in order to complete the thesis requirement.

Grading for HON 450

HON 450 is graded with an H (Honors), S (Satisfactory), or U (Unsatisfactory). Two-three hours of credit is awarded for either an “H” or “S.” No credit is awarded for a “U.” If a student receives a “U,” the course must be repeated. None of these grades affects a student’s grade point average. You should determine the student’s grade in consultation with other committee members and according to criteria described in the syllabus for the course. All members must agree on the grade to be awarded.

HON 450 Assessment

In addition to assigning a grade for HON 450, you will be asked to provide an assessment of the student’s work as part of the Honors Program’s Institutional Effectiveness plan. Consult with other committee members to assign a score to the student’s work in HON 450 using the scoring sheet and rubric found in the Appendix. The signed score sheet should be submitted to the Honors director or Assistant Honors director as soon as possible after the course is completed, and no later than one week after the final assessment is completed.

Problems

If the student runs into a delay in their HON 450 work, it may be possible for you to award a grade of Incomplete for HON 450. This option must be discussed with the student and approved by the entire committee as well as the director of the Honors Program and the Provost. All work must be completed by the deadline established when you request the Incomplete grade. Students who wish to make a significant change to their thesis topic, or who wish to change their thesis advisor or committee members, must first consult with the director of the Honors Program before making these changes. Any such changes should be documented in the thesis proposal and report.

HON 451: Honors Thesis II

When should a student take HON 451?

Students are strongly encouraged to take HON 451 during the regular semester following their completion of HON 450.

Enrolling in HON 451

Students may only take HON 451 after successfully completing (with a grade of H or S) HON 450. To enroll in HON 451 the student must complete the HON 451 registration form (see Appendix). You will need to supply a syllabus for the course (see Appendix for a syllabus template for HON 451) and the student will also need a copy of their proposal/report from HON 450. The registration form must be signed by you, the student, and all committee members. The student must take this paperwork to the director of the Honors Program for their signature and then to the Registrar's Office. The signed form and paperwork must be submitted to the Registrar's Office during the add/drop period.

Double Counting HON 451

Some majors require students to complete an independent project or senior research course. In many cases, HON 451 can take the place of such a course in the student's major. Other majors may allow HON 451 to count as an elective within the major via course substitution. Encourage the student to discuss this issue with your department chair. Course substitutions for double-counting must be approved by the dean of the relevant School.

What happens in HON 451?

In the HON 451 course the student will complete the work for their thesis project and write their thesis paper. In most cases, students should expect to devote the majority of the HON 451 course to the actual writing of the thesis, but in some cases substantial time in HON 451 may be devoted to completing laboratory work, analyzing data, creating works of art, etc. Your job is to guide the student's efforts to ensure that their writing conforms to the expectations for scholarly or creative work in your field. Once the student has written a draft of the thesis they should submit it to you and the other committee members. You should read the draft and provide feedback. The student will then revise the thesis and prepare for their final defense (see below). You will supervise the final defense, review the final thesis, and sign the signature page (along with other committee members) once the thesis is satisfactory to everyone. The thesis paper itself is the primary product of HON 451, and should be the primary factor in

determining the student's grade in HON 451, although it may be supplemented by other materials (works of art, computer programs, web pages, prototype devices, etc.).

HON 451 Timeline

The timeline for your HON 451 course is as follows:

- The student should meet with you during the first week of classes in order to make a plan for the semester. You may want to schedule regular meetings with the student so that you can track their progress on writing the thesis paper.
- By the 11th week of classes the student must submit a draft of the thesis paper to you and the other committee members. The committee will review the draft, provide feedback, and suggest corrections or improvements. If the student requests it before the 11th week, the committee may decide to allow the student to submit a "late draft". In no case may the review draft be submitted later than the 13th week.
- Once the thesis is in final stages, you should work with the student to schedule the final defense. The defense should be completed in a timely manner to ensure that the defense and any subsequent corrections can be completed, and the final draft submitted, with sufficient time remaining for the committee to review the thesis and determine the grade before the relevant grade deadline. It is expected that the thesis defense will be completed before the last day of classes and that the final thesis & ranking sheet will be submitted to the Honors Program before the last day of finals. It is up to you and the committee members how you wish to run the defense (see below).
- If the student passes the defense you may ask that the student make additional minor changes to the thesis before you sign it. Once these revisions have been completed, you and the other committee members should sign the thesis signature page to indicate your approval. The student will then submit the signed thesis to the Honors director for archival before the last day of finals. The thesis committee is responsible for submitting the ranking sheet to the Honors Program office before the last day of finals.
- If the review draft is not submitted by the deadline, or if the student does not pass the thesis defense, then the committee will meet to decide how to proceed. One option would be to give the student credit for 3 hours of "directed study" but not for HON 451. Another option is to give the student an Incomplete (see below) so that they can complete their thesis and successfully defend it during the next semester. The third option is to give the student an F in the course.

The Thesis Defense

The thesis defense should be held before the last two weeks of a given term to allow for the student to implement final edits following the defense. An earlier date is acceptable if the student and all of committee members agree. All committee members should have read the review draft prior to the thesis and a revised version of the thesis should be available to all committee members far enough in advance so that questions may be prepared for the defense.

The exact format of the defense is up to the thesis committee. Some thesis advisors want their students to give public presentations of their thesis work, while others prefer to have the defense take place behind closed doors. Whatever the format, the defense should allow time for the committee to ask questions or pose concerns to the student in private. At the end of this discussion, the student is asked to leave the room so that the committee members may review the defense to decide if the student passed and how the defense will affect the student's final grade. If the student passes the defense, then the committee will decide if additional revisions of the thesis paper are needed and this decision will be communicated to the student, along with the deadline for submission of the final version of the thesis.

Thesis Format

The formatting of the thesis should follow standard formatting for scholarly work in the relevant discipline. Please help your student to understand what is typical for your field. However, the first two pages of the thesis must follow a set format that is used for all Honors theses at Berry College. See the Appendix for templates for the first (title) and second (signature) pages of the thesis. **Any thesis that does not follow proper formatting for the first two pages will be rejected by the director of the Honors Program.**

Once the defense is complete and the final thesis has been written (in the proper format including title and signature pages, and printed single-sided), you and each committee member should sign the signature page. The student will take the signed thesis to the director of the Honors Program who will sign the thesis (if it meets the criteria), scan the thesis for the Honors Program records, and send the thesis to Memorial Library for archiving.

Grading for HON 451

HON 451 is graded using ordinary letter grades with plus/minus (A, A-, B+, etc.). No credit is awarded for a grade of F. If a student receives an F, the course must be repeated. The HON 451 grade does affect a student's grade point average. The thesis

advisor, in consultation with the other committee member(s), will determine the grade to be awarded. All members must agree on the grade to be awarded. The criteria for determining the grade should be spelled out in the syllabus for the course. Of course, the primary factor in determining a student's grade should be the quality of the thesis paper. However, other factors (performance during the defense, public presentation of the thesis, attendance at meetings, quality of supplementary materials, etc.) can be considered as well—provided that this is indicated in the syllabus.

HON 451 Assessment

In addition to assigning a grade for HON 451, you will be asked to provide an assessment of the student's work as part of the Honors Program's Institutional Effectiveness plan. Consult with other committee members to assign a score to the student's work in HON 451 using the scoring sheet and rubric found in the Appendix. The printed and signed score sheet should be submitted to the Honors director via campus mail to Honors Program, Box 5024 or delivered in person to Green 325 within one week after the course is completed. **It is recommended that the thesis advisor bring a hard copy of the signature page and the ranking sheet for all committee members to sign at the conclusion of the thesis defense**, unless there are significant changes necessary for the thesis to be approved. Apart from special circumstances, **digital copies of the thesis (signature page) and ranking sheet will not be accepted.**

Problems

If the student runs into problems with their HON 451 work, it may be possible for you to give them a grade of Incomplete for HON 451. This option must be approved by the entire committee as well as the director of the Honors Program and the Provost. All work must be completed by the deadline established when you request the Incomplete grade. Students who wish to make a significant change to their thesis plan, or who wish to change their thesis advisor or committee members must first consult with the director of the Honors Program before making these changes. Major changes of plan during HON 451 should occur only in extreme circumstances.

Appendix

Honors Thesis Examples

Selected Honors Thesis titles from the recent past:

- Eco-literacy in Higher Level Education: Need and Application (Environmental Studies)
- Interrelationships Among Body Image Factors and Exercise Behaviors (Psychology)
- “Unharnessed Hearts”: Motherhood in *Beloved* and *Margaret Garner* (English)
- A One Health analysis of current and future *Aedes*-borne disease transmission risk in the Southeastern United States (Biology)
- Electrochemical Liquid-Liquid-Solid Deposition of Crystalline Ga-based Semiconductor Films (Physics)
- The Tale of Laramoss of Miraden (Creative Writing)
- Berry PHIT: The acute effects of subjectively-regulated high-intensity interval training on physiological and functional outcomes in college-aged adults (Exercise Science)
- Decriminalization of Prostitution: The Incentives Impacting Violent Crime and Disease (Economics)
- Pet Therapy Dogs as Potential Sources of Transmission in the Healthcare Setting (Nursing)
- Efficacy of Silver-ion Solution and Chlorhexidine Digluconate as Mastitis Control in the Milking Parlor (Animal Science)
- Prehistoric Fire Dynamics in the Sagebrush Habitat of the Gunnison Sage Grouse (Environmental Science)
- A HISTORY OF FRENCH MUSIC AND HOW IT AFFECTS CELLO LITERATURE AND PERFORMANCE (Music)
- Teacher, Student, and Textbook Approaches to Pronunciation in a Community-Based ESL Setting (Secondary Education and Spanish)
- Attitudes Towards Environmentally Friendly “Green” Products with Concerns to Moral Identity, Hyperopia, Materialism, and The Dark Triad (Marketing)
- The Power of Magic: An Analysis of Disney Twitter Framing (Communication)
- Basal Reading Programs: An Exploration of Materials and Interviews (Education)
- #MAGA & Fake News: A Tweet Analysis of Donald Trump’s Presidency (Political Science)
- Structure and Function Analysis of Retroviral Gag Proteins (Biochemistry and One Health)

- Weaving an Identity: How Inca weavers transformed *tocapu* motifs after the Spanish Conquest (Art History)
- Servant Leadership and its Effect on Employee Engagement (Management)

Honors Thesis Forms and Templates

The following pages include registration forms and templates for the Honors thesis.

The following items are included:

- HON 450 registration form
- HON 450 syllabus template (2 pages)
- HON 450 assessment rubric
- HON 450 assessment ranking sheet
- HON 451 registration form
- HON 451 syllabus template (2 pages)
- Thesis Title Page template
- Thesis Signature Page template
- HON 451 assessment rubric
- HON 451 assessment ranking sheet

Honors 450 Registration Form

Student name: _____ ID number: _____ Academic term: _____
Last First MI

General guidelines for HON 450: An Honors Thesis is an opportunity for the student to demonstrate his/her emerging mastery of critical thinking, analysis, written communication and independent research skills by engaging in a project that is both scholarly and appropriate to the discipline(s) in which the student is majoring. In general, this project will prepare the student for work or graduate study in his/her field and will typically result in the equivalent of a journal article, technical production or artistic production. The work produced as part of an Honors Thesis must include some piece that is wholly the student's own work. If the project is a creative or technical artifact (dance, art, theatrical performance, software, etc.), the thesis must include a written reflection on and/or documentation of the process by which the end result was achieved.

HON 450 typically provides the student with the opportunity to plan and prepare for writing/producing the end result of the thesis project. A semester's work in HON 450 might include things like conducting a literature review, writing an annotated bibliography, planning an experiment and gaining appropriate approval (e.g. IRB approval), writing a grant to support the project, etc. The end product of HON 450 typically includes a thesis proposal that specifies what will be accomplished in HON 451. Sample proposals are available on the Honors website.

For the thesis director: Please provide a **syllabus**. This document should describe the work to be done, responsibilities for the student, method of evaluation, and a schedule for the work to be completed. A syllabus template is available on the Honors website. By signing this document, you agree that the project proposed by the student meets the guidelines above.

For the student: Please provide a **statement** explaining how your proposed project helps you meet your professional and/or academic goals. By signing this document, you agree to complete the work outlined by your thesis director in order to receive honors credit. *If this document is not approved and on file with both the Registrar and the Honors Program office by the end of the add/drop period, no honors credit will be awarded.*

Thesis Director: _____ Print Name: _____ Date: _____

Committee Member: _____ Print Name: _____ Date: _____

Committee Member: _____ Print Name: _____ Date: _____

Student: _____ Date: _____

Honors Program Director: _____ Date: _____

This course will count for the above student as _____ credit hours. Honors Program Director initials: _____

Registrar's Office use:

Hours from _____ to _____ Effective date _____ Initials _____

**HON 450-Honors Thesis I
Semester/Year**

Instructor's name
Contact info

Student:

Catalog Description: Devoted to the preparation of the honors thesis or project. Normally completed during the second semester of the junior year. (2 or 3 credit hours)

Grading will be H (Honors), S (Satisfactory) or U (Unsatisfactory). PR: JS or SS and CI; consent of the Honors Program director.

Purpose of the Course:

HON 450 provides opportunity for a student to rigorously examine a focused area of research or creative work and to develop a deep understanding of the knowledge in this area in order to generate a research hypothesis or question or creative project that will lead to a substantive written thesis.

Proposed Research Area (sample statements):

The student's thesis will explore _____.

For her research, the student will _____.

Student Learning Outcomes (sample statements):

- The student will demonstrate the ability to conduct scholarly, ethical research through _____.
- The student will demonstrate critical thinking and reasoning through the development of _____.
- The student will develop understanding and knowledge in _____ by _____.

Course Requirements

The student will do/write/produce:

1. Activity 1; due date specified
2. Activity 2; due date specified (continue as needed)
3. (REQUIRED) A draft of the research proposal or summary of work completed will be submitted to the thesis committee no later than the 13th week of the semester.

Assessment Methods

Achievement of these outcomes will be measured through the successful completion of requirements listed above.

Grading Policy

The student will be awarded a grade of Honors (H), Satisfactory (S), or Unsatisfactory (U). Students receiving grades of H or S have successfully completed HON 450 and may take HON 451. Students who receive a grade of U must repeat HON 450.

Please specify how the student's grade will be determined.

Attendance Policy:

Academic Integrity Statement:

Accommodation Statement:

Rubric for Honors Thesis I Honors 450

Proposals for Honors thesis will be ranked on a scale of 1-5.

5=outstanding fulfillment of criteria

A proposal scored at this level reflects an overall superior achievement in reading critically, undertaking research and formulating the proposal. The proposal should demonstrate a high level of critical or creative-artistic thinking, a strong grasp of ideas and concepts, and a good control of language and structure. The proposal should demonstrate a student's careful thought in selecting a fruitful, significant project, and it should show a high level of careful preparation. Whatever written components are produced should clearly support the proposed project in relevance and quality of content. The proposal itself should meet the highest expectations of undergraduate work in its thought, preparation, and organization.

4=excellent fulfillment of criteria

A proposal at this level should fulfill all of the basic requirements indicated above. It will be clear, coherent, and indicate a good grasp of ideas and concepts. The language should be clear, the work well-written. Development of research or actually use of research in various materials will often, but not always, be of a high standard.

3= good fulfillment of criteria

A proposal at this level should show evidence of good work, a good grasp of ideas and concepts. However, it will not have the higher level of critical thinking and control of written language and content of the 4 score, or the flair evident in the 5 score. The student will demonstrate good, solid achievement. The student may have some area which is lacking, but it should be offset by the general overall quality of the work. The proposal indicates a good, solid approach, indicating an acceptable degree of preparation and thought.

2=sufficient

Students scoring at this level demonstrate that they have fulfilled most of the basic criteria but are insufficient in more than one area (critical thinking, grasp of concepts, language, structure, thoughtful choice of project, careful and thoughtful approach to the topic).

1=insufficient

This score indicates that the student's materials are insufficient in several areas including critical thinking, grasp of concepts, language, structure, and thoughtful choice of project.



Honors Program

Ranking for Honors 450
(To be used with the Rubric for HON 450)

Proposals should be ranked on a scale of 1-5, using the rubric criteria as a guide. Please circle your choice and complete signature lines below.

Name of student: _____

Semester: _____

5 Outstanding fulfillment of criteria

4 Excellent fulfillment of criteria

3 Good fulfillment of criteria

2 Sufficient

1 Insufficient

Comments (optional):

Honors Thesis Advisor:

Signature Date

First Committee Member:

Signature Date

Second Committee Member (if applicable; not required):

Signature Date

Honors 451 Registration Form

Student name: _____ ID number: _____ Academic term: _____
Last First MI

General guidelines for HON 451: An Honors Thesis is an opportunity for the student to demonstrate his/her emerging mastery of critical thinking, analysis, written communication and independent research skills by engaging in a project that is both scholarly and appropriate to the discipline(s) in which the student is majoring. In general, this project will prepare the student for work or graduate study in his/her field and will typically result in the equivalent of a journal article, technical production or artistic production. The work produced as part of an Honors Thesis must include some piece that is wholly the student's own work. If the project is a creative or technical artifact (dance, art, theatrical performance, software, etc.), the thesis must include a written reflection on and/or documentation of the process by which the end result was achieved.

A semester's work in HON 451 should result in a finished product that meets the guidelines above. All completed Honors Theses are archived in Memorial Library.

For the thesis director: Please provide a **syllabus**. This document should describe the work to be done, responsibilities for the student, method of evaluation, and a schedule for the work to be completed. A syllabus template is available on the Honors website. By signing this document, you agree that the project proposed by the student meets the guidelines above.

For the student: Please provide a **copy of your thesis proposal** or summary of your intended project including an overview of work completed in HON 450. By signing this document, you agree to complete the work outlined by your thesis director in order to receive honors credit. *If this document is not approved and on file with both the Registrar and the Honors Program office by the end of the add/drop period, no honors credit will be awarded.*

IMPORTANT: If you are planning to "double count" HON 451 for credit as a senior project within a department, indicate that department or discipline and course number here: _____. You will also need to have this double counting approved by your School dean, who can indicate approval by signing here: _____.

Thesis Director: _____ Print Name: _____ Date: _____

Committee Member: _____ Print Name: _____ Date: _____

Committee Member: _____ Print Name: _____ Date: _____

Student: _____ Date: _____

Honors Program Director: _____ Date: _____

Registrar's Office use:

Hours from _____ to _____ Effective date _____ Initials _____

HON 451-Honors Thesis II
Semester/Year

Instructor
Contact information

Student:

Catalog Description:

Continuation and successful completion of the thesis or project designed in [HON 450 H](#); satisfactory oral presentation and defense of the thesis/project to the Honors Thesis committee. PR: HON 450

Purpose of the Course:

HON 451 provides an opportunity for a student to write a substantive thesis on a research topic or creative project of interest to the student.

Proposed Research Area (sample statements):

The student's thesis will explore _____.

For her research, the student will _____.

Student Learning Outcomes (sample statements):

- The student will demonstrate the ability to conduct scholarly, ethical research through _____.
- The student will demonstrate critical thinking and reasoning through the development of _____.
- The student will develop understanding and knowledge in _____ by _____.

Course Requirements

The student will do/write/produce:

4. Activity 1; due date specified
5. Activity 2; due date specified (continue as needed)
6. (REQUIRED) A draft of the thesis will be submitted to the thesis committee no later than the 10th week of the semester.
7. (REQUIRED) The oral defense of the thesis will be scheduled during the 13th week of the semester.

Assessment Methods

Achievement of these outcomes will be measured through the successful completion of requirements listed above.

Grading Policy

The student will be awarded a standard letter grade (A, A-, B+, etc.). Students receiving grades of D or higher have successfully completed HON 451 and may be eligible to graduate with Honors. Students who receive a grade of F must repeat HON 451 to graduate with Honors.

Please specify how the student's grade will be determined.

Attendance Policy:**Academic Integrity Statement:****Accommodation Statement:**

BERRY COLLEGE
Mt. Berry, Georgia

[Title]

A Thesis submitted in partial satisfaction
of the requirements for the Honors Degree

in

[major]

by

[Student's Name]

Thesis advisor: _____

[Month year]

The Honors Thesis of [student's name] is approved in [month, year]:

Thesis Advisor

Thesis Committee Member

Thesis Committee Member

Director, Honors Program

Rubric for Honors Thesis Honors 451

The Honors thesis will be ranked on a scale of 1-5.

5=outstanding fulfillment of criteria

A thesis scored at this level reflects an overall superior achievement in critical reading and writing in the context of effective research/creative effort. The essay/project should demonstrate a high level of critical thinking, a strong grasp of ideas and concepts, and a good control of language and structure. The essay/project achieves a high degree of sophistication for undergraduate work in most of the following areas: e.g., research, analysis, application, or creative-artistic presentation. Essay/project should be written in a professional voice, according to the highest expectations of undergraduate work.

4=excellent fulfillment of criteria

The essay/project at this level fulfills all of the basic requirements indicated in 5 above. Written assignments will be clear, coherent, and indicate a good grasp of ideas and concepts. The essay/project achieves a degree of excellence in many of the following areas: e.g., research, analysis, application, or creative-artistic presentation. The essay/project should show thoughtful preparation and should be written clearly and coherently.

3= good fulfillment of criteria

The essay/project at this level should show evidence of good work, of a good grasp of ideas and concepts. However, it will not have the higher level in these areas (e.g., research, analysis, application, or creative-artistic presentation) of the 4 score, or the flair evident in the 5 score. The student should demonstrate good, solid achievement. The student may have some area which is lacking, but it should be offset by the general overall quality of the work.

2=marginal

Students scoring at this level demonstrate that they have fulfilled the essay/project's overall purpose but are insufficient in more than one area (research, analysis, application, or creative-artistic presentation).

1=insufficient

This score indicates that the student's papers are insufficient in several areas (research, analysis, application, or creative-artistic presentation).



Honors Program

Ranking for Honors 451—Honors Thesis
(To be used with the Rubric for HON 451)

Theses should be ranked on a scale of 1-5, using the rubric criteria as a guide. Please circle your choice and complete signature lines below.

Name of student: _____

Semester: _____

- 5 Outstanding fulfillment of criteria

- 4 Excellent fulfillment of criteria

- 3 Good fulfillment of criteria

- 2 Sufficient

- 1 Insufficient

Comments (optional):

Honors Thesis Advisor:

Signature Date

First Committee Member:

Signature Date

Second Committee Member (if applicable; not required):

Signature Date