

# Honors Thesis Proposal

Student name: \_\_\_\_\_ Student ID #: \_\_\_\_\_

Student email: \_\_\_\_\_ Major(s): \_\_\_\_\_

Expected graduation semester: \_\_\_\_\_

Honors thesis course\*: \_\_\_\_\_ Semester to be enrolled in the course: \_\_\_\_\_

\*HON 491 or departmental equivalent.

Working title of thesis: \_\_\_\_\_

Thesis proposal summary (250 words)

**Please complete pages 3 and 4 if using HON 491.**

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty advisor: \_\_\_\_\_ Department: \_\_\_\_\_

Faculty email: \_\_\_\_\_ Faculty phone: \_\_\_\_\_

### For Faculty

\_\_\_\_\_ I have read the proposal, approve of this project, and agree to support the student as described in the proposal.

\_\_\_\_\_ I can verify that the length and scope of this project is appropriate for an Honors thesis from my discipline.

\_\_\_\_\_ I understand that I will be asked to grade this project and confirm completion of the oral presentation.

Faculty signature: \_\_\_\_\_ Date: \_\_\_\_\_

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## **HON 491 Course Description:**

HON 491 Honors Thesis. 3 credits. The Honors thesis provides a culmination to an Honors student's academic career. The Honors thesis should be an outgrowth of the student's academic work, rooted in their chosen discipline, in most cases in the student's major or minor. In cases where a student has multiple majors, minors, or interdisciplinary interests that are not captured in a major or minor, the student should work with their Honors academic advisor to identify a topic that is supported by their academic work. The Honors thesis offers an opportunity - along with the responsibility - for a student to work with a faculty member on a research or creative project that integrates and expands on previous work. The Honors thesis will incorporate relevant, current research/previous work and demonstrate experience with design, execution, analysis, and presentation. An Honors thesis proposal must be submitted and approved by the faculty member advising the project and the Lewis Honors College (proposals and finished work submitted to your Honors academic advisor). Pre-req: Lewis Honors students only.

## **Student Learning Outcomes:**

After successful completion of the Honors thesis a student will be able to

1. Clearly identify a project goal and/or problem and articulate a subsequent research question or hypothesis
2. Discover and evaluate the existing research/previous work relevant to a project
3. Formulate a plan to achieve desired research or creative goals, while identifying opportunities to make improvements throughout the plan
4. Recognize the importance of meeting established goals and/or deadlines
5. Demonstrate a command of relevant scholarship/creativity and offer a rationale for the work's contributions to a discipline in an appropriate manner, typically a written report and a public presentation.

## **Honors Thesis Product/Output:**

The product/output of the Honors thesis may take the form of a paper developed out of independent research done in a lab, a creative project with research into an artistic movement or period, an engineering design report outlining an original solution to a significant problem, or another similarly academic, discipline-specific project.

A major goal of an Honors thesis is for the student to demonstrate a command of the relevant research/discipline/creative area and to document their own personal contributions to the area in a discipline appropriate manner. Typically, the product/output of the Honors thesis is a written report and a public presentation, where the length and level of detail will vary depending on the discipline. For example, in fine arts the final performance or artwork would serve as the presentation and the written document would provide an explanation of or reflection on the creative process followed, demonstrating the information literacy of the student. With a full recital, the written document could be program notes, while a lecture recital would require a more extended paper.

## **Instructions for students using HON 491:**

Students should develop this proposal in consultation with their identified faculty mentor. It is suggested that students set up a meeting to discuss the potential project, timeline and completion milestones, expectations, and student evaluation/grading. In many cases, students may submit a proposal with elements developed through other course requirements and research experiences.

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**Intro/Background:** Contextualize your project within the relevant literature for your field of study and explain the significance of your project.

**Objectives/Goals:** Clearly state what you hope to explore, discover, create, or accomplish.

**Project Timeline:** Summarize the major components of your work and the expected timeline for completing each stage (ex. bibliography, completed experiments, drafts, oral presentation(s), and final written thesis deadlines).

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**Grading Components:** Explain how the student will be evaluated. Please indicate what activities will be used to determine students's grade. Include the weighting of activities and assignments (ex. First Draft 25%, presentation 30%, etc.). The grading scale is assumed to be 100-90%=A, 89-80%=B, 79-70%=C, 69-60%=D, below 60%=E. Please indicate if a different scale is to be used.

**References/Bibliography (optional):** List 8-10 sources in the appropriate citation format for your field of study.

**Additional Notes (optional):** Use this space for any additional information you wish to include.