

HONORS THESIS HANDBOOK



**The Honors College
Kent State University
Kent, OH 44242**

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Introduction

The Senior Honors Thesis/Project is both an opportunity and a challenge. Certainly the completion of this work looks good on a resume and provides an apprenticeship in professional knowledge and skills that will have its pragmatic benefits later. But the work is important and worthy first of all for the intellectual and creative process in which it engages you personally. Choosing a topic to which your curiosity and ambition have led you, working closely with a professional expert, doing sustained work of significant scope and substance, learning more about your subject, but also about your own capabilities, all make this experience unusual and rewarding. To ensure that this work is the best it can be, we hold out high expectations, support you along the way, and celebrate your results. But the main responsibility is obviously yours. The more serious your effort, the greater your satisfaction will be.

The thesis/project is not a requirement for all Honors students. It is, however, a requirement for **Graduation with Honors** from the Honors College (see page 2). Normally completed over three semesters, the thesis/project is consistently considered by students to be the most academically or creatively challenging and intellectually rewarding work done as an undergraduate. Honors theses vary considerably in the different disciplines. While many theses involve traditional research, many are creative in nature. Students have completed novels, poems, translations, magazine prototypes, flight manuals, paintings and sculptures, architectural models, marketing plans, and newspaper ethics handbooks.

This handbook is designed to answer questions you may have as you consider whether or not the thesis/project is a good choice for you; to provide the guidelines for proposing and then working on your thesis; and to provide direction on the important formatting requirements for the final manuscript. There are sections in this handbook for the thesis advisor and for the defense committee members. There are also several pages of examples and models. Please keep this handbook and refer to it often.

If, after reading this booklet, the student or faculty advisor still has questions concerning the preparation of the manuscript, he/she should contact the Honors dean or thesis coordinator for additional clarification and details.

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REVIEW OF GRADUATION WITH HONORS CATEGORIES

Graduation with Honors requires the completion and oral defense of a Senior Honors Thesis. Three levels of Graduation with Honors are available.

UNIVERSITY HONORS

- Six* Honors courses/experiences, plus
- Six hours of independent study, at least four of which MUST be thesis but all ten of which can be
- A total of 24 credit hours of honors work
- Cumulative grade point average of 3.8 or higher
- Thesis of outstanding quality

GENERAL HONORS

- Six * Honors courses/experiences, plus
- Six hours of independent study, at least four of which MUST be thesis but all ten of which can be
- A total of 24 credit hours of honors work
- Cumulative grade point average of 3.2 or higher, major grade point average of 3.4 or higher, Honors grade point average of 3.4 or higher
- Thesis of “A” or “B” quality

DEPARTMENTAL HONORS

- Minimum of six upper-division Honors thesis hours (Note: This minimum set of requirements is available only to those who come into Honors late in their college career just to do a senior thesis. Those who come in earlier must complete some coursework as well since students cannot go more than one semester without engaging in some kind of Honors work.)
- Cumulative grade point average of 3.2 or higher; major grade point average of 3.4 or higher; Honors grade point average of 3.4 or higher
- Thesis of “A” or “B” quality

NOTES:

* The thesis counts as two Honors experiences, so students graduating with University or General Honors will have completed the required eight Honors experiences. Please note that these are minimum requirements. Students may well take more courses, and g.p.a.'s may be higher. A thesis student with 12 Honors courses, for example, and a cumulative g.p.a. of 3.7 will receive General Honors. Likewise, a thesis student who completes five Honors courses with a g.p.a. of 3.8 will receive Departmental Honors. General and University Honors were designed to recognize breadth in Honors work; Departmental Honors was designed to indicate less broad participation in the Honors program. “Breadth” was defined as having completed at least six Honors experiences.

BEGINNING QUESTIONS

Students who are considering whether or not a Senior Honors Thesis/Project should be part of their academic plan should read the following information carefully to be sure that the full scope of the commitment is clear. Students should also attend a thesis information meeting or meet individually with the thesis coordinator before making the final decision to do the thesis.

Is the thesis required for all Honors students?

No, you may earn graduation as an Honors College Scholar without doing a thesis assuming you have completed all other Honors requirements. Students who complete the senior thesis/project graduate with “Honors” (see page 2).

What is a thesis?

A thesis is a 6-credit-hour project that may be either a traditional research project, a creative project such as a novel or a play, or an applied project such as a training manual or handbook. Under the direction of a faculty member, students work on their thesis/project for three semesters – typically the three final semesters before graduation.

Who should do a thesis?

All students may benefit from the opportunity to work on a sustained individual project, but those students who plan to attend graduate or professional school (medical school or law school) will particularly benefit from the thesis/project.

Who chooses my thesis topic?

Students, in consultation with a faculty advisor, devise their own thesis/project. Good thesis topics require background knowledge and should focus on interesting questions or problems that can be approached analytically – not merely descriptively. A creative project should evoke careful thinking about the work to be done in its context of tradition and practice, and it should include an essay that steps back from the work to consider it intellectually. Above all, the thesis topic must be realistic and the student must be able to complete it satisfactorily in the semesters planned.

How long and complex should the thesis or project be?

The answer depends on the discipline and the credit hours undertaken. An Honors thesis of 40-60 pages would be reasonable for a student earning maximum credit in a verbal field such as English or history. Social Science theses often consist of 25-35 pages. Students in fields such as math or physics may write much shorter theses, and students in art may have a short written component since the bulk of their work is represented visually in exhibits and photographs, CDs, or DVDs.

How good does the thesis or project have to be?

The Honors student undertaking the thesis or project is aiming for one of the highest academic honors the University can bestow (in the case of “University Honors,” the highest, since it assumes summa cum laude quality plus broad participation in Honors work and an

outstanding thesis). Thus the student's work should be conceived, executed, and measured according to the faculty's highest criteria for assessing excellent undergraduate work. A student must earn an "A" or "B" for the work in order to qualify for Graduation with Honors.

The student should bring her or his own highest standards for performance to bear on the project as well. The growth experience during the thesis work may open to the student new possibilities of achievement undreamt of previously. It may be important, therefore, to keep revising ambitions and standards upwards. Some advisors, too, may expect work on the level of master's degree students or professionals. After all, some of our thesis students have published their work before graduating or soon after. Aim high!

Aside from the quality of research and creative work that goes into the thesis/project, the finished product should represent the highest quality of organization, writing, and format possible. The thesis/project will be on display in the KSU Honors library and on the OhioLink ETD site and available for borrowing by scholars all over the world. There is no excuse for shoddy appearance or mistakes in English in the final copy. The work should be something of which both student and advisor can be intensely proud.

How fresh and "contributory-to-the-field" should an Honors thesis be?

Professors in some disciplines—especially in the sciences and in psychology—insist on "state-of-the-art" efforts, as with graduate dissertations; that is, the student must know the salient literature of the field and add something new to it. Others—often in the humanities—occasionally permit topics that are not completely new, on the grounds that the student involved is an undergraduate and that the chief value of the thesis lies in the expansion of the student's frontier rather than the frontier of collective human knowledge. Students in professional majors often create practical applications based on current theories.

How "creative" should a creative project be?

Projects in the arts require originality but also provide further apprenticeship in skills. Students occasionally wish to produce highly creative and personal works, such as a volume of poetry, a novel, an illustrated children's book, paintings, and theatrical performances. True creativity should be encouraged, but simple self-indulgence or, worse, ineptitude masquerading as creativity, should be avoided. The advisor should take special pains to ensure that (a) the student is qualified by nature and/or training to undertake and execute the project, (b) the project itself is of sufficient challenge and worth to merit the Honors credit to be given, (c) progress on the project is monitored in the same way as for a standard academic treatise, and (d) the committee members are chosen carefully for their appropriate expertise, taste, and judgment.

SUGGESTED TIMETABLE FOR COMPLETING THE THESIS/PROJECT

Below is a typical timetable for the completion of the work. Students who adhere closely to this timetable should not run into great difficulties. Students who need significant changes in their thesis timeline due to competing obligations (study-away semester, student teaching, etc.), should be sure to work closely with the thesis coordinator.

Early in junior year (or sooner):

1. Research possible topics.
2. Choose an advisor (normally from the student's major area of study; exceptions must be approved by the Honors Dean).
3. Discuss registration for the Thesis Proposal Preparation semester with Honors advisor and/or thesis coordinator and submit THEPP contract

Thesis Proposal Preparation Semester (THEPP):

1. Narrow topic
2. Begin preliminary research
3. Develop methodology
4. Attend mandatory workshops/meetings
5. Create reading list
6. Write final thesis proposal and submit to Honors Dean
7. Proposals are due on the first day of finals week in the Preparation Semester

First semester of thesis work:

1. Meet with advisor at least every two weeks to show work in progress, discuss problems, discuss readings, make any necessary adjustments in timetable.
2. Try to complete the research or creative work and most of the writing. (Although this seems early, students should remember that the following semester they will be making revisions, typing, choosing the committee, and defending the thesis.)
3. Choose the defense committee early in the semester and submit the Thesis Committee form with those names to the thesis coordinator. (Remember that the defense committee must have four members: the thesis advisor, another person from the major department, someone from a related department, and a HOCOPOCO faculty member.)
4. Attend progress report meeting and submit progress report to the thesis coordinator at the end of the first semester.

Second semester of thesis work:

1. Finish up loose ends of research, creative work, and writing.

2. Set a date and place for the defense.
3. Make any changes agreed upon with the thesis advisor, and have five printed copies ready for the defense committee (i.e., one for the student and one for each member of the committee) at least a week before the defense date.
4. Prepare carefully for the defense. Take a blank oral defense form (available in the Honors College office) to the defense for the advisor to complete. Turn the completed form in to the thesis coordinator.
5. After the defense, make any changes required by the committee and prepare the final product. Review the final version with the thesis advisor. Check final format with the Honors thesis coordinator or dean before copying to ensure adherence to guidelines. Submit one copy on thesis-quality paper and bound at Kinko's or elsewhere to the Honors College along with one separate copy of an abstract. Upload your OhioLink copy to the website provided by the thesis coordinator.

SENIOR HONORS THESIS/PROJECT GUIDELINES

Students who have made the decision to complete a senior thesis/project should read this section carefully before beginning the thesis and should refer to it often during the three semesters of thesis work.

This section contains detailed explanations of various steps of the thesis process, beginning with the selection of an advisor and topic and continuing with writing a proposal, conducting the research, writing the thesis (or preparing the project with accompanying essay, etc.), selecting the oral defense committee, preparing the final product, defending the thesis, and submitting the final, revised copies.

The Proposal Preparation Semester

Students planning a thesis will be registered for the 1 or 2 credit-hour Thesis Proposal Preparation during the semester before their senior year (spring of junior year for those in a traditional four year program). During this proposal preparation semester the student and faculty advisor will work together to narrow the thesis topic, write the proposal, and create a reading list. The student will be required to attend a series of workshops during the semester that offer assistance with library resources, Writing Center services, and Honors College expectations.

The thesis student and the faculty advisor will sign a contract at the beginning of the semester that states clearly our expectations for the proposal and outlines in detail those workshops listed above (see example on page 25). **Student attendance at these workshops is mandatory and the student will not be registered for the remaining thesis hours if s/he cannot demonstrate satisfactory completion.**

At the end of this semester, the student should be prepared to submit a polished proposal. More information on the thesis proposal is provided later in this section.

The Thesis Advisor

All theses must be formally directed by a full-time member of the Kent State University faculty in an appropriate discipline and defended before a committee of the faculty. Co-advisors are permitted if necessary. A student with a history major, for instance, might wish to do a thesis that deals with the literary trends of a particular historical period (e.g., the Restoration or the French Revolution). In such a case, the student could have a primary advisor from History and a co-advisor from English. In another case, a student might have a double major—e.g., French and International Relations—and might wish to do the thesis in such a way that both areas are covered, perhaps writing the thesis in French but on an international relations topic. In such a case, co-advisors would be essential. In general, however, the student chooses a single advisor in his/her major discipline and, with the help of that advisor (and the Honors staff, if necessary), judiciously chooses the remaining members of the oral defense committee.

The advisor should be not only a person quite knowledgeable about the area the student wishes to explore but also one with whom the student has a reasonably good working relationship. In some cases, the student may know the general topic he or she wishes to explore and will search for an advisor who is an expert on that topic; in other cases, the students may

wish to work with a particular advisor, whatever the topic, and will ask that person for guidance in selecting a specific topic. Many faculty members, understandably, will not take on the direction of a thesis/project for a student whom they have not had in class or have not directed in previous independent study. Some advisors will allow the student wide choice of topic; others may prefer that the student join their own ongoing research project.

Cautionary Note: Students must stay in close contact with the thesis advisor during the research and writing process. No more than two weeks should pass without contact between a student and advisor—in person, by phone, or e-mail—regarding progress on the thesis/project. The advisor is not (or should not be) a person who comments occasionally and signs off on a finished project but a person who truly advises and directs the student's work. Students should always keep in mind that independent study is understood to be **GUIDED** independent study. Students should remember, too, that the faculty advisor is responsible for evaluating the final product of the research or creative work and must sign off on the completed work by assigning a letter grade and by actually signing the oral defense report and the approval page in the thesis itself

Choosing a Topic

As indicated in the preceding section, some students start with an idea, others start with an advisor. Some students select a topic about which they are curious and desire to know more. Others are motivated less by a personally attractive topic than by the apprenticeship opportunity in a team doing cutting-edge research, where the topic is already well defined. Either way, at the heart of the thesis or creative project is the *motivation to learn*. Even if the topic has been fairly well defined by others, the student will have to learn enough about it to write the thesis proposal in her or his own words. If the student is initiating the topic, the advisor will help refine it for the proposal. A research topic should not suggest merely a synthesis of information, a sort of glorified research paper. Good topics do require background knowledge, but they should focus on an interesting question or problem that can be approached analytically, not just descriptively. A creative project should evoke hard thinking about the work to be done in its context of tradition and practice, and it should include an essay that steps back from the work to consider it intellectually. Above all, the topic must be realistic—that is, the student must be able to complete it satisfactorily in the semesters planned for the thesis. A topic that is too broad will not allow you to say something significant and interesting about it. A topic that is too ambitious may prevent timely graduation. Feasibility is a criterion for approval of a thesis proposal.

The Thesis Proposal

The thesis proposal is a formal document that sets forth the parameters of the intended work. Some care, therefore, should be given both to its content and its appearance. The proposal should be literate (i.e., no sentence faults or misspelled words), it should have substance, and it should be neatly presented. A thesis proposal should consist of four or five well-written paragraphs and should include a reading list.

It should reflect a carefully thought-out approach to the subject with sufficient elaboration to enable the advisor, the thesis coordinator, and the Honors dean to know just what it is the student intends to do. Sometimes a student will write a carefully-constructed paragraph

describing the experiment he/she plans to carry out but will give no point of reference or framework that will allow the reader to see this project in a larger context. A related but opposite problem is writing a detailed and clear background statement and never getting around to stating what the actual thesis will entail.

Collaborative Theses/projects

In rare cases, students may wish to work together on a joint thesis/project. Each student must still submit a separate proposal, and it must indicate the justification for collaboration and, as precisely as possible, the separate responsibilities of each person. The oral defense may be done separately or together, whichever is more appropriate.

Credit hours

The minimum number of credit hours for the Thesis/Project is four (4); the maximum is six (6). Two of our Graduation with Honors categories (University and General) require six hours of independent study, at least four of which must be thesis; and the third category (Departmental) requires hours of upper-division Honors work in the major, of which four must be thesis. If the thesis is done for fewer than six hours, therefore, the source of the remaining hours should be documented on the proposal form (BFA hours, for example).

Students begin their thesis research with a 1 or 2-credit-hour Individual Honors Work registration (HONR 30096) during the proposal preparation semester. The remaining hours are spread out over the two semesters of the senior year as the student wishes, registered as HONR 40099, BSCI 40099, CHEM 40099, or PHY 40099. Some colleges have limits on “non-traditional” coursework and include thesis credits in this category.

Thesis credit hours count toward the 39 or 42 upper-division hours required for graduation and as general elective hours. In some cases, by petition, they may count as major electives. Students must discuss this matter with the appropriate department or school representative (usually the chair/director, assistant chair, or undergraduate studies chair), who will then notify the degree-granting college. The Honors College strongly endorses such use of the credit hours and will provide written recommendations upon request.

Registration for the thesis/project hours may not be done in a single semester.

In certain cases, credit earned for a significant final project in the major may be applied to required thesis hours (currently for students in art, fashion design, interior design, architecture, nursing, and theatre/dance).

Students should see the thesis coordinator if there are circumstances which may require changes to the standard thesis registration process (study away semester, student teaching, etc.).

Grading

Students earn one letter grade (A, A-.B, etc) for the entire 6-credit-hour thesis. The letter grade is assigned by the faculty advisor once the thesis is completed and successfully defended.

The proposal preparation semester and the first semester of thesis hours both get an IP at the end of semester. Once the letter grade is assigned, the thesis coordinator will work with the faculty member to change those IP to the appropriate letter grade.

Please note: The Thesis Proposal Preparation Semester is meant to provide students with the opportunity to explore a thesis topic while not yet committed to the full ten credit hours. In the instance that a student may discover during this semester that he or she does not wish to commit to the thesis, the proposal preparation semester will be treated as a smaller independent study experience and graded appropriately. The faculty member will determine what the student needs to submit for that grade.

Students registered for actual thesis hours (HONR 40099, BSCI 40099, CHEM 40099, or PHY 40099) can earn a grade only for completed thesis work.

Progress Report

A progress report is due at the end of each semester or summer term prior to the semester in which the thesis is finally completed and defended. The report need not be long. However, it should summarize in as much detail as necessary what has been accomplished and what is yet to be completed in relation to the original proposal and should explain and justify any shifts in emphasis that have occurred. The report should be signed by the student and the thesis advisor and should be submitted to the Honors College by the end of final exam week.

Students are also required to attend progress report meetings each semester prior to the final semester.

THE ORAL DEFENSE

The oral defense is required of all students who complete the thesis/project. The committee is generally made up of four persons according to the guidelines noted below. The members of the committee are selected by the student and the faculty advisor, with the assistance—if needed—of the Honors dean or the thesis coordinator. Names of the committee members must be submitted to the Honors College by the end of the first semester the student is registered for thesis hours.

Please note that the thesis advisor serves as chairperson of the thesis committee and thus moderates the oral defense. Additional members include a faculty representative from the student's major department (in addition to the advisor), a faculty representative from outside the discipline but in a related area, and a faculty member from the Honors College Policy Council (not necessarily in a related field). **A list of current HOCOPOCO faculty is available from the Honors receptionist and on the Honors website.** There will always be at least four persons on the committee since members do not serve dual functions-i.e., a HOCOPOCO psychology professor serves as the Honors representative, not as the second departmental representative. If that HOCOPOCO psychology person is the student's departmental member of choice, then **another** HOCOPOCO representative must be selected. If a student has a co-advisor, that person becomes a fifth committee member. Upon receipt of the list of committee members, the thesis coordinator will send them an e-mail message explaining their responsibilities.

The oral defense should be held at least **thirty (30) days** prior to the student's graduation date. The student should remember, however, that **the defense cannot take place unless the committee members have received a copy of the thesis manuscript at least a week prior to the anticipated defense date**; some committee members prefer an even longer review period. The defense committee members should receive their copies only **AFTER** the thesis advisor has indicated that the thesis is ready to be defended. In a few cases where the proper sequence has not been followed, the results have been embarrassing for all concerned.

It should be emphasized that the copy of the thesis presented to the defense committee is the penultimate copy. The final copy will be prepared **after** the defense so that committee members may make corrections, suggest changes, and generally point out areas that might need additional attention. The student should meet with the advisor shortly after the defense to discuss suggested revisions and should secure the advisor's approval of the final version.

The defense itself may be held in a room in the Honors College or in a suitable room in the building of the student's major. Please call the Honors College to reserve a room here (or in the appropriate department if you plan to have it in another building). At the defense, the student normally opens with an overview statement of the purpose, method, and results of the thesis (15-20 minutes). Committee members then ask questions, usually in turn, in what turns out to be a relatively informal and lively exchange of ideas, lasting an average of an hour and a half. A student passes with no more than one negative vote. The thesis, as with all Honors coursework, is letter-graded, and the committee may suggest an appropriate letter grade for the student's work; the thesis advisor, however, is responsible for determining and submitting the grade to the Honors College. An IP (in-progress) grade is reported for any registered hours until the thesis is

completed. At that time the instructor assigns a final grade and changes previous IP's to that grade using the online grade-change workflow.

SUBMISSION OF FINAL COPIES

The final copy of the thesis needs to be submitted to the Honors College and the online copy uploaded to OhioLink by the Monday of finals week in order for the student to receive the Honors notation on the transcripts. Students should take care to follow carefully the instructions in this handbook for preparation of the final manuscript. Please have the thesis coordinator check formatting before printing the final thesis copy, and contact the coordinator with any questions or difficulties you have in that final manuscript preparation. Final thesis copies that are not prepared according to the guidelines, as well as final theses with typos, spelling errors, etc., will not be accepted and will be returned to the student. If the thesis is returned, the Honors notation will not appear on the transcripts.

PLEASE FOLLOW THE GUIDELINES BELOW AND PROOFREAD THE FINAL DRAFT CAREFULLY

General Guidelines for Preparing the Final Manuscript

1. **Margins**: 1½ inches at the left and top; 1 inch at right and bottom; 2 inches at top for first pages of chapters, table of contents, list of figures and tables, acknowledgments, preface, bibliography, and appendix. Please check margins carefully on the computer and make appropriate adjustments. Remember that a 1" margin is often already in place and must be changed as appropriate. (Follow the samples in Section III for spacing on the title and signature pages.)
2. **Spacing**. The text is normally double spaced with triple spacing after chapter and major division headings. Additional space may also be needed before subheadings. Check the appropriate style guide for spacing and underlining of subheading and sub-subheading.
3. **Paper**: Use 20-24 lb. bond paper with at least 50% cotton content. Most thesis paper available has 100% cotton content. Thesis paper is available at all the local bookstores and office supply stores; acceptable brands, among others, are Berkshire, Southworth, Swan Linen, or KSU thesis paper, but be sure to check the cotton content, as this is what keeps the paper intact over the years.
4. **Number of copies**: Please turn in one copy to the Honors College and upload a Library copy by the Monday of finals week. The Thesis Coordinator will send you a link to the OhioLINK ETD center once you submit your Oral Defense Form. Additional copies, for the student to keep or give to the advisor or family, must be in addition to the one to be turned in here.
5. **Cover**: The copy to be turned in to the Honors College should be bound. Such binding may be done at Kinko's or elsewhere. Please specify **velo** binding; spiral binding is not acceptable. Please ask for a black vinyl cover; if black is unavailable, another dark color is acceptable. **Do not substitute a clear cover!** Remember to include the necessary blank pages (as noted elsewhere under front matter instructions) before having the copy bound.

6. **Title and approval pages:** The Honors College copy must contain a title page and approval page. The approval page for the OhioLINK copy must be printed separately and turned in, signed, to the Honors College along with the bound copy and the abstract. This signed approval page is sent to the University Libraries after the Dean approves the online submission. Models are included in this brochure. The approval page must be signed by the appropriate persons (thesis advisor and department chairperson) **before** the thesis/project will be accepted at the Honors College. The Honors dean signs last and often delays signing until corrections are made if he sees errors in the final copies. Do not photocopy the signature; get original signatures. Please vary the wording on the approval page to match your departmental major affiliation (e.g., use Chair, Department of English, but Director, School of Theatre and Dance, or Dean, College of Nursing).
7. **Pagination:** All pages must be in the right order; please check! See below for order of pages, including front matter. **Note position of page numbers.** Front matter (except for the title page, which bears no number but is counted as page one) has the page number in lower-case Roman numbers centered about 5/8" from the bottom of the page. Page numbers for the body of the text are placed 5/8" from the top and 1" from the right side of the paper. (See additional note at the end of the "Order of Pages—Front Matter" heading below.)
8. **Style Guide:** Please use the style guide (MLA, Turabian, APA, Chicago, etc.) appropriate for the discipline concerning: spacing, footnote form, bibliographical form, etc. The guidelines above, however, take precedence over the style guides if there is a discrepancy (e.g., with margins).
9. **Figures:** (illustrations, tables, charts, photographs, maps, etc.) should be listed at the outset, referred to in the text before they appear, numbered, and captioned.

If you have special problems or questions not covered in the guidelines above, please call the thesis coordinator at the Honors College (330-672-2312).

Order of Pages-Front Matter

1. Blank page
2. Title page
3. Blank page
4. Approval page
5. Blank page
6. Table of Contents
7. List of Figures (if any)
8. List of Illustrations (if any)
9. List of Tables (if any)
10. Preface, including acknowledgments, or acknowledgments alone if there is no preface

NOTE: All front matter should be given small Roman numerals; Arabic numbers begin with the first page of the thesis itself, including the Introduction. The title page is considered to be page one of the front matter, but the numeral itself is not placed on the page. The approval page is given the number ii. The blank pages in the front matter are not assigned page numbers. Page numbers for the body of the text are placed 5/8" from the top and 1" from the right side of the paper.

One copy of an abstract of your thesis should be submitted electronically to the thesis coordinator prior to the end of the graduating semester.

EXPENSES AND SPONSORSHIP

Preparation of the manuscript can become somewhat expensive, especially in certain disciplines. The Honors College has limited funds available to help defray these and other expenses connected to the thesis. Please keep all receipts for actual expenses incurred and submit them along with the three copies of the completed thesis. Examples of production expenses, photocopy fees, videotapes, film, printer cartridges, etc. Expenses for survey mailings, materials, and equipment needed during the thesis process may also be included. For partial reimbursement of unusual travel expenses, apply separately to the dean. Reimbursement up to a maximum of \$150 is standard. In rare cases, when the thesis expenses exceed \$150, a student may apply for additional funds, but granting of such a request is dependent on funds available and is not automatic.

Thesis fellowships are available on a competitive basis, and applications are due in early June. For students who need to stay an extra year after other scholarship assistance has ceased, a small scholarship is available. To apply, a student must have his/her thesis proposal turned in and approved. Instructions and guidelines, including deadlines, are available in the Honors College office.

MISCELLANEOUS INFORMATION AND REMINDERS

1. Any exceptions to the rules and regulations governing the senior thesis must be made by the dean on an individual basis. Unless the circumstances are very unusual, extensions will not be granted for more than one or two weeks. (Longer extensions cause problems with graduation paperwork—grade correction reports, etc. Past IP grades must normally be completed about two weeks before graduation.) If it is clear that a student cannot meet the graduation deadlines, he or she should consider postponing the graduation date, especially if extending a May graduation until August without undue hardship is possible. There is no charge for extending the graduation date, but students **MUST** inform their degree-granting college. Students who do choose to graduate later should notify the Honors College as well as the degree-granting college. **Do NOT plan to graduate and then complete your thesis afterwards on the grounds that the thesis hours are not required for graduation. Grade changes are no longer processed after the degree has been posted on a student's transcript, and the Graduation with Honors notation would no longer be possible.**
2. Please allow for appropriate “turn-around” time in the preparation of the manuscript. For example, if a student submits a rough draft to a thesis advisor for his/her comments on the day that professor has received 40 term papers from a class, that student will probably have to wait a few days for comments on that work. Please plan accordingly.
3. **THE BIGGEST PROBLEM STUDENTS ENCOUNTER IN THE COMPLETION OF THEIR WORK** is not level of difficulty, problems with obtaining materials, or frosty relations with advisors (although all of these have posed occasional problems); **IT IS**, instead, **THE MISJUDGMENT OF TIME AVAILABLE TO THEM**. The time frame for completing the work often goes askew, and work planned for fall semester does not get done because of other pressing demands, and the spring semester provides no catch-up time. This is why we encourage students to try very hard to begin the background reading and basic research during the summer prior to the senior year. Completion and defense of a 6-hour thesis often takes a full year, and students are well advised to begin their planning well in advance.
4. Matters of courtesy: Although it is not required, students should provide their thesis advisor with a bound copy of the completed thesis. The student may also wish to give one to the alumni sponsor if possible. The velo binding done at Kinko's or elsewhere is inexpensive, and the product is attractive. If money is no obstacle, students might wish to have copies bound through the service offered by University Bookstore—for the student, parents, advisor, etc. It is also considered good form to say “thank you” to the persons who helped along the way—especially to the faculty advisor and the oral defense committee.
5. At the end of each semester, we ask thesis students and advisors to complete a questionnaire about the thesis process as our way of gauging its success and gathering suggestions on how to improve it. We strongly encourage response to this survey.

6. Annually we publish a thesis profile booklet entitled, *Adventures in Research and Creativity*, which contains a description of your thesis along with a photo, your future plans, and the names of your advisor and sponsor. Please respond promptly when this information is requested, so that we can celebrate your achievement with university leaders and donors.

INFORMATION FOR FACULTY MEMBERS

To the Advisor: **What is your role?**

To ensure quality, the thesis process includes various checks. The student will be registered with you for a Thesis Proposal Preparation semester. This semester should give the student a sense of the amount and quality of work involved in writing a thesis. The student should come out of this semester with a strong commitment to the thesis project, or a decision not to continue. You and the Honors dean must approve the initial proposal which should include a reading list. The student must submit to the Honors College a progress report signed by you at the end of the first semester of work. You must approve the penultimate draft for distribution to committee members. Just before the oral defense begins, the committee must agree that the thesis is defensible. The student must defend the completed work before this committee of four faculty, including you and a faculty member on the Honors College Policy Council. You must review and approve the final version. Then the final revised copies must be signed by you, the department chair, and the Honors dean.

Still, the chief responsibility for maintaining the standards of the discipline lies with you. We rely on you also to guarantee the honesty and integrity of the student's work. "Distinction" for thesis work in the major becomes literally part of the official University degree status of the student. You should have an up-to-date copy of this thesis handbook in your possession for ready consultation. You will also want to attend our semesterly meetings for advisors and students currently at work on a thesis or project. If you are relatively new to the thesis process and wish to consult others in your discipline, the thesis coordinator can supply a list of faculty in your department who have done thesis advising before. If you have questions about standards or procedures at any time before or during the advising process, please do not hesitate to ask the thesis coordinator or me. When something goes wrong with the process, we expect prompt notification of the thesis coordinator for a discussion of solutions.

Most faculty members find that working with unusually bright students on an extensive, high-level project can be richly rewarding. At the same time, the Honors College is aware of the considerable time, energy, and thought required and is deeply grateful for your willingness to take on the task of thesis advising in addition to your normal workload.

Following is a list of "Tips for Thesis Advisors" drawing on suggestions from Prof. Thomas Hensley, in the Department of Political Science.

TIPS FOR ADVISORS OF HONORS THESES/PROJECTS

- Know what you are getting into before accepting thesis advising. Consult the thesis coordinator or the dean when in doubt. Read the thesis handbook carefully.
- Be selective. Prefer students whom you have had in class and who you are convinced are capable and committed. Be wary of taking on a student as a favor if you are uncomfortable with your expertise in the student's area of interest.
- Let the student know that you take the process very seriously, will be putting in a great deal of effort, and therefore expect strong commitment of time and effort on the student's part. Help the student be realistic about the nature of the work.
- Discuss with the student what it means to be a scholar or creative artist. In the thesis/project, the student is shifting from being a student to becoming a scholar or artist, from being a consumer of knowledge to becoming a producer of knowledge, from performing assignments and exercises to developing and completing an individually-determined project. The student will spend months researching literature, working on an experiment, or designing and producing creative work. It may take considerable time just to determine the final topic or direction of the work and, in many cases, whether the work advances current knowledge of the subject or practice in the field. Yet this is just the initial stage, for the thesis itself still has to be written and polished.
- Spend a great deal of time helping the student develop the research design or plan for creative work, much of this determined even before the proposal is submitted so that it can be explained there. Although this process is frustrating and time consuming, students must have a very clear idea of what they are going to do and how they are going to do it.
- Meet with your student regularly - at least every two weeks. Never let the student leave your office without setting a specific date for the next meeting and specific tasks to accomplish by that time. E-mail dialogue may help maintain contact.
- Be flexible. The students do work hard, but they cannot always meet the deadlines they or you set.
- Keep careful notes. It is easy to lose track of what is going on with a project. A log of conversations with the student (like a medical chart) is ideal for monitoring progress and recollecting issues you have covered and deadlines and suggestions you have given.
- Consider involving students in your own research. You may enjoy the project more, you will do a better job of directing the project, and you may benefit in terms of developing your own research. Just be sure to give credit for any share the student has in your work.
- Give the student a large measure of initiative, independence, and responsibility. At the same time, be constantly ready to offer suggestions, direction, and answers to questions.

- Be sure to contact the thesis coordinator or dean if serious problems arise that threaten timely completion of the work.
- Consider taking the student to a professional meeting and, in some cases, helping the student prepare for publication or offering co-authorship. Several students have done poster sessions or won prizes for papers at state and national scholarly meetings under sponsorship by their advisors.
- Enjoy. The students are wonderful, and you will develop a fruitful relationship with them. Your recommendation letter may be the most useful one they will have.

THE DEFENSE COMMITTEE

To the Committee Members: **What is your role?**

You should expect to receive a penultimate draft of the student's thesis at least one week before the scheduled oral defense. You should freely (and clearly) mark corrections and suggestions on this copy and return it to the advisor and student at the defense. Your responsibility is to help guarantee the quality of the final product and to examine the student rigorously at the defense. If you have serious questions about the work, please discuss them with the advisor and even the thesis coordinator before the defense. As a courtesy, you would not normally discuss the thesis with the student before the defense except through the advisor or with the advisor's knowledge and agreement. (For example, the advisor may in some cases appreciate the help of some direct coaching on style from a committee member in English or advice on statistics from a committee member with greater expertise in that area.)

Accepting this assignment means, of course, reading the work carefully and formulating thoughtful questions for the defense. The defense itself should proceed in formal stages but otherwise have a congenial and relatively informal atmosphere. Typically at the outset, the advisor, who chairs the defense, will ask the student to step out while the committee decides on procedures. You will then decide whether to ask questions in turns or randomly and, if the former, in what order and for what duration. The student is usually asked to make an opening statement about the work for 15-20 minutes. "Piggy-backing" on others' questions often occurs, and there may be a second round of questioning. When the questioning is over, the student is asked to leave while the committee (a) discusses and votes on whether the student passes and (b) comes to a consensus about any necessary revisions for final acceptability and about whether the thesis is of "outstanding" quality (if the student is a candidate for University Honors). Then the candidate is informed and, usually, warmly congratulated. Finally, all members of the committee must sign a special form for the oral defense.

It is important that in the opening statement the student be able to state clearly and convincingly the purpose, methods, and results of the work. Your questions may elicit further refinements on these issues; focus on specific points, illustrations, or passages in the work; engage the student in the most controversial or difficult aspects of the work; extend the ideas of the work to other topics or applications; ask the student to relate the work to the field and to her or his personal plans for the future; etc. This examination should be thorough (but not cruel). The defense is typically a stimulating intellectual conversation.

The particular responsibility of the committee member representing the Honors College Policy Council is parallel to that of the graduate representative on dissertation committees. You are acting as a "quality control" check on behalf of the Honors College. In most cases, you will be judging work not in your discipline and will have to rely heavily on the advisor's competence and the ongoing quality checks in the process. But you can judge the thoroughness of the oral defense, the quality of the student's responses, and the quality of presentation of the finished written work. Please exercise the highest standards for writing and format as you comment on the penultimate draft and contribute to the decision about required revisions. If you have any questions about Honors College standards, please consult the thesis coordinator or the Honors

Dean immediately. HOCOPOCO meetings also offer an opportunity for discussion of thesis standards and procedures; this topic can be placed on the agenda anytime you wish.

Again, the Honors College is grateful for the time and careful attention contributed by you thesis committee members.

MODELS, SAMPLES AND FORMS

This final section of the handbook contains model proposals and abstracts, sample pages of various parts of the thesis, including front matter, forms on which to submit committee names, and finally a checklist to help you stay organized. Additional copies of approved thesis proposals may be viewed at the Honors College. Please see the thesis coordinator if you have questions.

2”

TITLE (All caps)
(Single space if longer than one line)

A thesis submitted to the
Kent State University Honors College
in partial fulfillment of the requirements
for University Honors
(or General or Departmental Honors, as appropriate)
(Note: Follow this four-line format exactly.)

by

Student's Name

May, 2009

(i.e., month of student's graduation, not the month the written paper was submitted to Honors)

2”

Thesis written by

Student’s Name

Approved by

_____, Advisor

_____, Chair, Department of History

Accepted by

_____, Dean, Honors College

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(Please note that figure titles on this page should match the figure titles in the text.)

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ACKNOWLEDGMENTS

This is your chance to express appreciation to the people who have helped you along the way. Professional courtesy calls for a thank-you to your thesis advisor and your oral defense committee, but you may thank others as well.

SAMPLE PROPOSALS

Amy Fetchko

Honors Thesis Proposal

Sexuality and Society in Speculative Fiction

Speculative fiction, a specific genre which ranges from hard science fiction to realism set in the future, portrays futures in which contemporary issues play out to their possible continuations and conclusions. Speculative fiction shows possibilities based on current trends in culture and the world. Often it acts as a warning to the present to turn back or change before the prediction of the works come true. The genre successfully captures the essence of the present in many ways, while also allowing readers to view that culture from a sufficiently distant point. Many books of speculative fiction exist; among them are Ursula K. Le Guin's *The Left Hand of Darkness*, Marge Piercy's *Woman on the Edge of Time*, and Margaret Atwood's *The Handmaid's Tale*.

The three books do not just share a broad literary genre—they also share several specific topics, though each work comes at the various ideas from very different directions. All three, most importantly, are works which focus on sexuality in several key areas. Gender is one particular topic with which all three works toy. Another shared topic is sexuality and sexual identity. And, of course, all three works critique society in one way or another, blatantly or implicitly. As a result, the books complement one another in multiple ways. Though *Left Hand of Darkness* takes place on an alien planet and both *The Handmaid's Tale* and *Woman on the Edge of Time* are set in future Americas, their themes are more than enough to bind them together.

The Handmaid's Tale views a severely dystopic society from within. *Woman on the Edge of Time* shows at least three different cultures, two of them evil, one of them a utopia. *Left*

Hand of Darkness displays a society—and biological identity—strange to us, though the societies on the alien planet do not tend strongly towards either utopia or dystopia; they do not create an extreme cultural world, merely one with very different facts of life. Such different viewpoints allow for analysis on a number of levels into each particular topic shared by the books.

I would like to focus on the ways in which society and sexuality interact. Specifically, I would like to analyze the ways in which the very different societies of the three books control sexuality and sexual expression. Even the apparently utopian society--Mattapoisett of *Woman on the Edge of Time*—controls various expressions of sexuality within their midst. Sexual control within the three works comes in a variety of forms: gender rules and roles, sexual behaviors, sexual identity, and even reproduction. It is also important to note which elements the various societies do not regulate in one way or another.

In order to analyze the works, I will be using real world examples, studies, and research alongside the works themselves and research on the works. It is important with speculative fiction especially to reflect on the ways in which the ideas in the work stem from reality and how the meaning affects views on reality. The connections between sexuality and culture are central, in the world as in literature; Le Guin, Atwood, and Piercy provide very basic yet valuable ways at which to view those connections.

Reading List

- Amuchástegui, Ana, Guadalupe Cruz, Evelyn Aldaz, and María Consuelo Mejía. "Politics, Religion and Gender Equality in Contemporary Mexico: Women's Sexuality and Reproductive Rights in a Contested Secular State." *Third World Quarterly* 31.6 (2010): 989-1005. Web.
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- Maciunas, Billie. "Feminist Epistemology in Piercy's *Woman on the Edge of Time*." *Women's Studies* 20.3 (1992): 249-258. Web.
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- U.S. Senate. "Employment of Homosexuals and Other Sex Perverts in the U.S. Government." *We Are Everywhere: A Historical Sourcebook of Gay and Lesbian Politics*. Ed. Mark Blasius and Shane Phelan. New York: Routledge, 1997. 241-251. Print.
- Valenti, Jessica. *The Purity Myth: How America's Obsession with Virginity Is Hurting Young Women*. Berkeley: Seal Press, 2010. Print.
- Werner, Michael. *The Trouble with Normal: Sex, Politics, and the Ethics of Queer Life*. New York: The Free Press, 1999. Print.

Copper Depletion as a Unique Anti-angiogenesis Strategy for Metastatic Cancer Therapy

1. PROBLEMS STATEMENT

Angiogenesis is the process of new blood vessel formation. When tissue repair is needed such as in wound healing, the healthy body triggers a so-called angiogenesis cascade to secrete various biomolecules that initiate the growth of new capillaries. In 1971, Dr. Judah Folkman first hypothesized that angiogenesis played a central role in the development and growth of solid tumors because tumors need a great supply of nutrition and oxygen to develop, therefore the angiogenesis activities in tumor thrived but not in normal tissues. If a tumor could be stopped from growing its own blood supplying pipelines, it would wither and die. A decade later, the concept that the growth and metastasizing capacity of solid tumors is dependent on angiogenesis was widely accepted and led to the discovery of a number of cancer therapies such as Avastin® and Itraconazole® based on angiogenesis inhibition. However, several cancers have already developed drug resistance to these compounds. This is because when one angiogenesis promoter is blocked, cancers can grow blood vessels using a different angiogenesis promoter.

Recently, researchers have found that copper is a common co-factor to a dozen of key angiogenesis promoters including basic fibroblast growth factor (bFGF), vascular endothelial growth factor (VEGF). Hence, regardless of which specific angiogenesis promoter(s) the tumor recruits to start the process of new blood vessel formation, if copper is depleted from the body of cancer patients to a level that can avoid clinical copper deficiency, progression or even metastasis of cancer can be suppressed. Based on such premises, Dr. George Brewer at the Medical School of University of Michigan conducted several anticancer clinical trials using a copper chelator, ammonium tetrathiomolybdate or TM for short. However, TM is highly unstable in water and can decompose to give poisonous H₂S gas. This renders the drug's bioavailability very low and potentially poisonous. Also, the action of the drug was slow and required continuously use of the drug for six weeks in order to reach the targeted 20% of baseline copper levels. Clearly, there is an unmet challenge as well as tremendous funding opportunity for developing a faster-acting copper depletion agent as a more effective angiogenesis inhibitor for metastatic cancer therapy.

2. INTENDED METHOD

Previously, our group has synthesized zinc Prussian blue nanoparticles (Zn-PBNPs), which showed potential for copper-removal. We wanted to develop new compounds that are comparable to zinc Prussian blue nanoparticles but more stable and

less toxic. The model we are contemplating is ZnFeS₂, which is very biocompatible and non-toxic. Both Zn²⁺ and Fe²⁺ are known able to exchange with Cu²⁺ and remove it out of solution.

So, first we have to synthesize the ZnFeS₂ nanoparticles and utilize NMR for size control, a series of x-ray and uv-vis measurement for structure determination and characterization. Then we need to do kinetic study to test out its stability to make sure the nanoparticles stay in blood stream for a certain amount of time. Then we need to see its ion exchange rate with copper and use AA to measure the Cu²⁺ concentration decreasing in solution. If the ion exchange rate was promising, then we will continue to test its cell toxicity by treating Hela cell-one kind of tumor cell with our compound and check their viability. Dr. Frazier's will be in charge of creating small animal models with solid tumors and metastatic cancer and lab mice will be given the compounds orally and intravenously collect *in vivo* data to see if the compounds successful works in stopping the progression of tumors. The, ZnFeS₂ will be compared with current drugs in determination of effectiveness of lowering copper levels in small animals.

3. EXPECTED RESULT

The expected result of ZnFeS₂ nanoparticles is it will be stable in its structure and no leakage out of blood vessels will occur. And it will have a rapid exchange rate with Cu²⁺ and can quickly reduce the Cu²⁺ level to targeted 20% baseline and copper will not be released again. The compounds shall show no *in vivo* toxicity and high tolerability in small animals.

4. READING LIST

Folkman, J. (1971) Tumor angiogenesis: therapeutic implications. *N. Engl. J. Med.* 285, 1182-1186.

McAuslan, B. R., Gole, G. A. (1980) Cellular and molecular mechanisms in angiogenesis. *Trans Ophthalmol Soc UK.* 100, 354, 358.

Brewer, G. J. (2001) Copper control as an antiangiogenic anticancer therapy: lessons from treating Wilson's disease. *Exp. Biol. Med.* 226, 665-673.

Brewer, G. J. and Merajver, S.D. (2002) Cancer therapy with tetrathiomolybdate: antiangiogenesis by lowering body copper-a review. *Integr. Cancer Ther.* 1, 327-337.

Goodman, V. L. (2004) Copper deficiency as an anti-cancer strategy. *Endocr. Relat. Cancer* 11, 255-263.

Brewer, G. J, Dick, R. D, Grover, D.K. (2000) Treatment of metastatic cancer with tetrathiomolybdate, an anticopper, antiangiogenic agent: phase I study. *Clin Cancer Res.* 6, 1-10.

FORMS

FORMS WILL NOT BE ACCEPTED LATER THAN THE END OF THE FIRST WEEK OF THE SEMESTER

Thesis Proposal Preparation

(Professor and Student: Please read the guidelines on the back of this sheet.)

_____ Semester, 20 _____

I have agreed to direct (**please circle**) 1 or 2 hours of Individual Honors Work (HONR 40096) for

_____ (I.D.# _____)
(name) Kent State I.D.

_____ (address) (phone number)

_____ (Kent State e-mail address)

who is a So. _____ Jr. _____ Sr. _____ in the College of _____

Under the guidance of the faculty advisor, the student will use these credit hours to craft a 2- page thesis proposal. The proposal will include a reading list and a working plan for the complete thesis process.

By signing this contract, the student also agrees to attend each of the following workshops/meetings during the course of the semester:

1. Library Workshop
2. Writing Center Workshop
3. In-Progress Meeting

Upon receipt of this signed contract, the thesis coordinator will provide the student with a list of the days and times of the workshops and meeting.

Signature of Student Date

Signature of Professor Date

Honors Advisor Date

Professor (**Please print full name**)

(Kent State email address)

Dean, Honors College Date

Department

Thesis Proposal Preparation Guidelines

Students planning to write a Senior Honors Thesis/Project will first be registered for this proposal preparation semester. It is assumed that at the end of this semester, the student will submit a viable thesis proposal to the dean of the Honors College. During this semester, the student and the faculty advisor will work together to narrow the thesis topic, develop methodology, craft a polished thesis proposal, and develop a reading list. The proposal should be approximately two pages long with the reading list attached.

Good thesis topics require background knowledge and should focus on interesting questions or problems that can be approached analytically – not merely descriptively. A creative project should evoke careful thinking about the work to be done in its context of tradition and practice, and it should include an essay that steps back from the work to consider it intellectually. Above all, the thesis topic must be realistic and the student must be able to complete it satisfactorily in the semesters planned.

The student will be required to attend the workshops and meetings as indicated on the front of this contract.

On the reverse side of this form, the student must receive written permission from the instructor under whose direction the work will be done. This should be the same instructor who will direct the student's thesis. This form must be returned to the Honors office for approval by the student's Honors advisor and the Dean of the Honors College. Assuming all approvals are granted, the student will be registered for HONR 40096. These will be counted among the 6-credit-hours of thesis. The student will be registered for the remaining credit hours once the thesis proposal is approved by the dean.

Faculty directing this project should be sure that the nature of the work required is in keeping with the intellectual values of the Honors College. Please review the Senior Honors Thesis Handbook for expectations and details regarding the full thesis project. The Handbook, along with more detailed thesis information, can be found online at www.kent.edu/honors/Research/Honors-Thesis-Page.cfm

IMPORTANT GRADING INFORMATION:

Since the Honors Thesis is graded as one 6-credit-hour experience, students should receive an IP – not a letter grade – for this preparation semester. Once the student completes and defends the thesis, the faculty advisor assigns the earned grade for the full 6-credit-hours using the grade change workflow.

Also, please note that the Senior Honors Thesis counts as two Honors experiences.

In the rare instance that a student chooses not to propose a thesis after working through this semester, the faculty member will assign a letter-grade for ONLY this semester work. The student will earn credit for Individual Honors Work (40096) and Honors experience, and will not be registered for the Senior Honors Thesis.

Note: Students are encouraged to discuss possible thesis projects with the faculty member as early as possible. The commitment to direct such work is the sole prerogative of the instructor in the context of his/her department and is in no way mandated by the Honors College.

Forms will not be accepted later than the end of the first week of the semester.

**THE HONORS COLLEGE
KENT STATE UNIVERSITY
SENIOR HONORS THESIS/PROJECT PROPOSAL**

STUDENT INFORMATION

1. Name _____
2. Local address _____ Phone no. _____
_____ Kent State I.D. _____
3. Kent State E-mail address _____
4. Degree-granting college(s) _____ Major _____
5. Anticipated date of graduation _____

THESIS/PROJECT INFORMATION

6. Working title _____

7. Thesis Advisor (please print) _____ Department _____
Kent State E-Mail _____
8. Please attach description (4-5 substantial paragraphs along with a reading list)
9. Duration and Credit-Hour Distribution
 - a. Semester registered for the Thesis Proposal Preparation _____
 - b. Remaining credit-hour distribution

Semester	Year	No. of credits
_____	_____	_____
_____	_____	_____
_____	_____	_____

APPROVALS

10. Faculty advisor approval

I agree to direct the Honors Thesis/Project as described above.

_____ Signature	_____ Title	_____ Department	_____ Date
--------------------	----------------	---------------------	---------------

11. Co-advisor approval (if required by nature of thesis/project)

_____ Signature	_____ Printed Name	_____ Title	_____ Department	_____ Date
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12. Dean's approval for registration

_____ Signature	_____ Date
--------------------	---------------

Thesis Progress Report

(due at end of each semester prior to final term in which thesis is finished)

Name: _____

Thesis advisor signature: _____

Thesis title: _____

Please write one or two paragraphs describing what you have done and what you have yet to do on your thesis/project. You may also use this report to share any problems you have encountered or to indicate in what ways your original thesis topic has narrowed or broadened. Please remember, however, that if your topic has changed significantly, you should file a revised proposal.

Thesis Committee

Student name: _____

Thesis advisor: _____ **Department:** _____

Thesis title: _____

The following faculty members, in addition to my advisor, have agreed to be on my thesis oral defense committee.

_____	_____	_____	(Same dept.)
(Name)	(Department)	(e-mail)	
_____	_____	_____	(Outside dept.)
(Name)	(Department)	(e-mail)	
_____	_____	_____	(HOCOPOCO)
(Name)	(Department)	(e-mail)	

Please submit to the Honors College by the end of your first semester of thesis work.

Also, remember that you will need to schedule your thesis defense at least 30 days before graduation. May graduates will need to defend by the second week of April, August graduates by the middle of July, and December graduates should defend by the second week of November.

For questions about the thesis contact Vicki Bocchicchio, at vbocchic@kent.edu, or at 330-672-2312.

PLANNING SHEET/ CHECKLIST

To assist you in planning, we have provided space below for you to write in names, deadlines, and phones numbers, etc. as you complete the thesis process.

Thesis advisor _____ Phone/e-mail _____

Co-advisor _____ Phone/e-mail _____

Committee members _____ Phone/e-mail _____

_____ Phone/e-mail _____

_____ Phone/e-mail _____

Date/place of defense _____
(Remember to turn in form with committee names to the Honors College.)

Date thesis is due _____

Checklist for review

- ___ 1. Select advisor
- ___ 2. Submit registration form for Thesis Proposal Preparation semester
- ___ 3. Select and narrow topic and write proposal.
- ___ 4. Submit proposal to Honors prior to registration.
- ___ 5. Submit progress report, signed by thesis advisor, at the end of each term prior to completion.
- ___ 6. Select oral defense committee during the first semester.
- ___ 7. Submit draft(s) to thesis advisor.
- ___ 8. Set date/time/place for defense.
- ___ 9. Submit draft approved by advisor to oral defense committee.
- ___ 10.. Pick up oral defense form at Honors office and give to advisor at defense.
- ___ 11. Defend thesis.
- ___ 12. Make required final revisions.
- ___ 13. Check form with the Honors thesis coordinator or the Honors dean prior to making copies.
- ___ 14. Submit abstract and three signed copies (one bound, two unbound) on thesis-quality paper.
- ___ 15. During the thesis process upon request, provide a photo, thesis description, and future plans for the thesis profile book, *Adventures in Research and Creativity*.

For questions concerning the thesis/project contact the thesis coordinator
or the Honors dean at 330-672-2312