

Handbook for the Arts and Sciences Honors Program

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From the Director

To complete the Honors Program you do much more than pass a set of required courses. As an accomplished honors student you build from one year to the next, moving beyond the boundaries of courses and fulfilling your own highest expectations in setting sail on your own in distinctive ways. As an honors student you do advanced and original research. You involve faculty in your work as supervisors and mentors and even collaborators. This manual outlines the many best ways to achieve this outcome. The manual takes you beyond static requirements into a dynamic world of fullest participation. Download the manual. Know it as a stellar navigator knows the constellations. It will serve you well.

I. A&S HONORS PROGRAM CURRICULUM/REQUIREMENTS

BOSTON COLLEGE ARTS & SCIENCES HONORS PROGRAM Curriculum/Requirements (Class of 2006 & after)

Freshman Year Year-long, double-credit seminar "Western Cultural Tradition I-IV" (ancient & medieval)

- first semester: register for the same section of HONR1101 & HONR1102
- second semester: continue in the same section of HONR1103 & HONR1104

Sophomore Year

- Year-long, double-credit seminar "Western Cultural Tradition V-VIII" (1500-1900)
- first semester: register for the same section of HONR1201 & HONR1202
- second semester: continue in the same section of HONR1203 & HONR1204

Junior Year

- Two one-semester, single seminars, "Twentieth Century and the Tradition I & II"
- first semester: register for any section of TCT I (modernism)
- second semester: register for any section of TCT II (post-modernism)
- If you spend one semester abroad, take TCT I or II in the semester you're here.

Senior Year

In most cases seniors do a two-semester senior thesis (generally in the major). Alternatively, seniors may satisfy the requirements of the Honors Program by taking two HONR courses. Exactly what those courses are depends partly on whether you spend all or part of your junior year abroad. The general principle is that in the last two years you need to include one HP 3 credit course for every semester you are on campus. The following are the options:

1. No JYA: 2 semester senior thesis or two HP Advanced Seminars
2. One Semester JYA:
 - Track 1: 2 semester senior thesis, or
 - Track 2: Both the other semester of the 20th Century course and an Advanced Seminar.
3. Full year JYA: Either a 2-semester senior thesis or both 20th Century courses.

Students meeting these requirements and maintaining a cumulative GPA of 3.4 graduate as members of the A&S Honors Program.

II. CALENDAR OF IMPORTANT DATES, INCLUDING DUE DATES (ALWAYS LAST DAY OF CLASSES OF SEMESTER IN QUESTION)

SOPHOMORE YEAR (SPRING SEMESTER):

1. March Madness (online Honors Advanced Orientation)
2. Preliminary HP meeting to explain junior/senior year concerns (mid-April).

JUNIOR YEAR (FALL SEMESTER):

3. Interview with HP faculty member to discuss senior year plans. Signed copy to be submitted to HP Office upon completion of the interview (no later than the last day of classes).

JUNIOR YEAR (SPRING SEMESTER):

4. Senior Thesis/Project Proposal Form. A hard copy signed by the faculty advisor with the proposal attached must be submitted to the Honors Program Office, Stokes Hall S260 by the last day of classes in the spring semester for juniors not abroad. For juniors abroad during the spring semester, the signed hard copy along with the proposal must be submitted by the end of registration period in the fall of senior year.

SENIOR YEAR (FALL SEMESTER):

5. Nuts and Bolts Meeting for all HP seniors (late September).
6. Senior Mid-Year Report Form: A 5-page *status report* with advisor's signature indicating to all parties (thesis writer, advisor and HP) that the thesis/project is

progressing satisfactorily. Students should submit the hard copy of the form, along with the signed written report to the HP office by the last day of classes of fall semester.

SENIOR YEAR (SPRING SEMESTER):

7. Final HP Senior Thesis meeting (mid-February).
8. Call for Senior Thesis Presenters and selection of Senior Thesis Presentations (mid-April).
9. Senior Thesis Presentation Evening (early May).
10. Senior HP Farewell Dinner for ALL HP seniors (early May).

III. COMPLETE GUIDELINES FOR SENIOR HONORS THESIS

1. What is the average length?
2. Who is eligible to do an A&S Honors Program Thesis or Project?
3. Should the Honors Program Senior Thesis be written in the major department?
4. How does an A&S Honors Program Thesis relate to a Departmental Thesis?
5. What is an Advanced Independent Research Project? How does it relate to the Scholar of the College Award?
6. How do students begin the process of planning an Honors Thesis?
7. How do students register?
8. How do students write a Senior Thesis or realize a Senior Project?
9. How do students complete the Thesis or Project?
10. What is the grading policy?
11. A final thought

Both students and potential advisors should read these guidelines at the beginning of the thesis-planning process. Doing so will avoid many of the problems that can arise later. Every year during the thesis-writing process, a handful of students encounter stressful situations, most often caused by failing to have worked out a clear and sustainable schedule and objective with the advisor. These guidelines will alert both students and advisors to potential problems and suggest ways of planning so as to avoid them.

Most importantly, we expect that our HP students doing senior theses will be responsible for knowing what is in these guidelines and will abide by their stipulations.

1. What is an A&S Honors Program Senior Thesis or Project?
What is the average length?

An A&S Honors Program Senior Thesis/Project is usually a six-credit conventional thesis, a long essay embodying the results of original research and substantiating a specific view of a subject matter, completed over fall and spring semesters of senior year. Some theses, however, do not involve empirical research. They may be critical analyses of literary texts, for example, or speculative reflections on significant issues students have come across in their studies. This kind of thesis usually includes in-depth exploration of the work of other scholars and thinkers on primary texts or issues in question.

A thesis or project is an independent piece of work--scholarly, scientific, or creative--conceived and carried out by a student under the supervision of a Boston College faculty member. The student is expected, with appropriate guidance, to create something of his or her own; to master a subject, problem, or experiment; and to present the results in a scholarly fashion.

Alternatives to a conventional thesis could include the following:

Creative written works, sometimes presented as theses by students who choose to write novels, short stories, poems, and so forth, even autobiographical essays.

Relatively short essays in the physical sciences, consisting primarily of written reports based upon supervised laboratory research.

More creative works in the performing arts, such as: plays, musical compositions, films, paintings and sculptures. Such projects may be documented or reported in a variety of forms: a performance, a video or text or series of photos, a narrative or analytic account of the evolution of the creative work itself, and the like. The precise form of this type of project usually

emerges as student and advisor agree upon the most effective method of presentation.

What is the average length of Honors Theses? There is no definitive answer to this question. A report of a cancer-research project might be a few pages long; an autobiographical novel, more than 200 pages. Most conventional theses are somewhere in the range of 60-80 pages.

If students or advisors wish to examine honors theses completed by students in the past, they can find them on deposit in the archives in the Burns Library, where they are available for inspection and study. In addition, there is a selection of bound theses in the Jenks Library in Gasson Hall and of electronic versions on file at dissertations.bc.edu (follow links to “undergraduate theses”).

2. Who is eligible to do an A&S Honors Program Thesis or Project?

Students need a minimum GPA of 3.4 to graduate with Honors Program standing; however students with GPA below that marker are allowed to begin the thesis if there is a strong likelihood of reaching the appropriate GPA. Students should not begin a thesis or project unless they can anticipate that they will reach this level (3.4) by the end of their senior year.

3. Should the Honors Program Senior Thesis be written in the major department?

Yes, in most cases. A six credit senior thesis satisfying the requirements of the major department will automatically fulfill the requirements of the A&S Honors Program.

4. How does an A&S Honors Program Thesis relate to a Departmental Honors Thesis?

A&S Honors Program students are encouraged to take part in honors programs in their major departments. The College Honors Program in no sense competes with departmental honors programs. Indeed, departmental honors standing offer a special kind of academic distinction, to which students ought to aspire. The approval of one's major department can be a reward in itself for excellent work in a specialized field of study, as well as a valuable endorsement for graduate school and job plans. Students therefore will presumably write senior theses in the honors programs of their own major departments. In some cases, a student may write a thesis in the major even if the student is not in the departmental honors program (or if the department does not have an Honors program). Rules vary, however, and if a student is not in a departmental Honors program it is the student's responsibility to find out if it is possible to write a thesis within the department and whether the thesis fulfills requirements toward the major.

In general the Honors Program operates on the principle that whatever requirements individual departments have for senior theses will also satisfy the requirements of the A&S Honors Program.

5. What is an Advanced Independent Research Project? How does it relate to the Scholar of the College Award?

An Advanced Independent Research Project is similar to an Honors Thesis in the range of possible projects a student might consider, though usually involving a larger-scaled undertaking and a greater commitment of time (typically 12 credits of work extending across both semesters of senior year). Scholar of the College is a designation given at Commencement to exceptional students who have done

Advanced Independent Research projects of the highest quality.

The (and Scholar of the College designation) are administered by the office of the A&S Senior Class Dean (Gasson 104). Application is made through one's major department (or in unusual cases through the Honors Program). The Advanced Independent Research Program has its own deadlines and regulations. Interested students should obtain a copy of these regulations and guidelines from the Senior Dean's office in the spring semester of their junior year.

N.B.: Scholar of the College information:

<http://www.bc.edu/schools/cas/services/students/awards/scholarcollege.html>

6. How do students begin the process of planning an Honors Thesis?

(Note: This is a description of the normal process and timetable. Some departmental requirements will vary in details.)

Finding the right topic: Substantial theses topics at times emerge from courses students have previously taken, from discussions with former professors, or from a student's own special interests. On occasion, a precise thesis topic emerges clearly at the beginning of the process. Most often, crafting a solid thesis requires serious consideration of a range of possible topics. Before reaching the final goal, a clearly defined thesis topic, students browse through Quest and along the library shelves, or ask reference librarians or faculty for assistance. The Humanities Labs (freshmen and sophomore years) provide another valuable resource.

Whatever the subject, students will invariably discover a vast array of books and articles that could help determine the focus of their theses. In the early stages of contemplating potential topics and techniques, it may be helpful for students to keep

in mind the distinction between a *subject* and a *topic*. A subject (Dostoevsky) is bigger than a topic (Dostoevsky's notion of faith in the "Grand Inquisitor" chapter). The sooner the selection of the topic, the more productive the relevant research will be. Sometimes, simply considering the realistic parameters of available resources or material for the topic can be the catalyst for formulating a working title or a thesis statement--a sentence that embodies the essence of the chosen topic.

Choosing an advisor: Students need to remember that faculty members have many responsibilities and that directing theses demands extra work. Clearly most advisors welcome the opportunity to offer support and encouragement to the next generation of scholars in much the same way as they themselves have been helped by their mentors. Ideally advisor and student should know each other's work, interests and style, whether from previous courses or earlier contacts, although this is not always possible. Knowing the professor can simplify the process, though it is not a requirement for a successful collaboration. Initial meetings demand some preparation which often covers a broad range of topics and ideas so that both student and advisor are able to ascertain the viability of the thesis topic and the possibility of collaboration. Establishing rapport with a faculty member takes time, and some professors might be reluctant to commit themselves to a year-long project without more information. For this reason, it is sometimes necessary to plan on more than one visit so that discussion and review of thesis guidelines can take place and put both parties at ease about the process ahead.

Formulating an effective plan with the advisor: The more detailed and concrete the plan, the more successful the thesis. In the spring of junior year, students are required to submit a substantive typewritten thesis proposal, including a working title, a succinct description of the topic and methodology to be followed, a preliminary list of resources to be used, and the envisioned final format. The accompanying Senior Thesis

Project Proposal Form must be signed by the advisor. (See form for more specific instructions.) A concrete plan that includes preliminary research work during the summer months may alleviate complications and will help strengthen the actual project. If changes in the original plan do occur during the summer, which does happen on occasion, it is still possible to choose to continue a senior thesis. In this case, students should be in touch with the Senior Thesis Coordinator so that adjustments can be made as necessary to insure successful completion of the work.

The following steps will help students achieve these goals:

The process begins at the mid-point of spring semester of sophomore year, as students begin the Sophomore Thesis Workshop and continues with meetings and interviews over the next three years that help define and develop the student's journey through the Honors Program. There are three distinct steps in this process:

Step One: March Madness and mid-April meeting. In March and April all sophomores are required to begin brainstorming about the next two years first by using online resources and second attending a mid-April (date and time TBA) meeting. Thus begins the advanced academic program in Honors.

Step Two: In the fall of junior year, all Honors Program students, whether at Boston College or abroad, are required to meet individually with an Honors Program faculty member for a preliminary discussion of their plans and of potential advisors. The interview (in person, if on campus, or through email exchange, if abroad) provides an opportunity to review potential thesis topics, advisors, and appropriate formats to achieve greatest success. Students should complete their interview as early as possible in the fall semester of junior year.

N.B. JYA Students: For juniors going abroad for the fall semester or for a full year, please be aware that being abroad during the fall semester does not negate the need to dialogue

with an HP faculty member. Following your email exchange, download the requisite form and send it in.

Step Three: Finally, by the last day of classes of spring semester students not abroad need to submit the Senior Thesis/Project Proposal Form, along with a detailed written proposal, signed by the faculty advisor to the Honors Program Office, Stokes Hall S260.

N.B. full year and spring semester JYA Students : Once back at Boston College, remember to submit the signed hard copy of the Senior Thesis/Project Proposal Form, along with the written proposal, to the Honors Program office.

7. How do students register?

Honors Program students should register for a thesis during spring registration period of junior year, under the Honors Program course number (HONR4961.01 Senior Honors Thesis), departmental honors-thesis course number, or Independent Study with the specific number of the advisor. Registering for departmental honors or Independent Study provides the advantage of allowing thesis work to appear on the transcript specifically as work in the student's major field.

All Honors Program students, no matter what the course registration number, or the potential for acceptance as a Scholar of the College, must complete a Senior Thesis/Project Proposal Form, have it signed by their advisor, and turn it in to the Honors Program office by the last day of classes of spring semester. Students who are abroad during the spring semester must hand in a completed Senior Thesis/Project Proposal Form by the last day of the September drop/add period, at the latest. Any student who does not have a completed proposal on file by that day will be presumed not to be planning to write a thesis and will be expected to fulfill the Honors Program requirements for senior year by taking the Advanced Seminars and/or the Twentieth Century and the Tradition.

8. How do students write an A&S Honors Program Senior Thesis or realize a Senior Project ?

As September begins, students meet with their advisors for the first time to finalize plans for the year. This is possibly the most crucial step in the whole process, short of writing the actual thesis. *If theses eventually fail, often the difficulty stems from miscommunication between a student and advisor who do not share the same expectations about goals, appropriate and clearly detailed plans for collaboration, a timetable for regular meetings, and a realistic schedule for completion of research and writing.*

Students should plan to define the thesis topic as early in the process as possible. With the help of an advisor, the more quickly a student can narrow the topic for research and focus on clearly defined goals, the less is the chance of relegating the thesis to the bottom of the list of senior year obligations. The most productive and successful students structure their time by creating and holding to a set rhythm and concrete framework. Casual reading about a thesis topic, with the vague intention of having "something on paper" by winter break, inevitably causes problems for the student and for the advisor. Remember: for all practical purposes, there isn't that much time between September and April.

The most successful theses result from realistic scheduling and consistent collaboration on the part of both student and advisor. A range of styles and approaches exists, from weekly meetings requiring close supervision and direction from the advisor to less frequent contacts requiring a greater degree of independent work by the student. Nevertheless it is crucial that advisor and student establish a schedule that includes periodic assessment and review of research and written work, so that the student can get constructive feedback from the advisor throughout each semester. Breaking down the project into manageable sections insures the most constructive approach for maintaining momentum and preserving focus. Though approaches may vary, students and their advisors

must be very clear about expectations and specific terms of their collaboration. Generally, the more structured and focused the agreement, the more likely the relationship is to result in a solid thesis.

To preserve balance and consistency amid the pressures and obligations of senior year, students should attempt to divide the demands of the Senior Thesis/Project fairly equally between both semesters, though the fall is more research-intensive and the spring more writing-and-rewriting intensive. Fall semester is the time to organize goals, focus on extensive research and begin the actual process of writing. By the end of fall semester, students are expected to have completed certain written portions of the thesis, according to either departmental or advisor guidelines established at the outset of the project.

The misconception that April is a long way off, and that writing doesn't really happen until February or March, can wreak havoc on a thesis with a due date of mid-April. When students maintain a balanced approach toward the thesis in the fall semester, they rarely succumb to the panic that would otherwise occur in March upon the realization that insufficient time remains to complete the thesis satisfactorily. With respect to fall semester grades, advisors should consider carefully the consequences of giving the "J" grade in December (which allows the final grade in May to be applied retroactively to the full year). The option of receiving a "J" grade may not encourage students to finish a reasonable amount of work in the fall semester; rather it may put extreme stress on students in the spring semester, with everything resting on their ability to produce first-quality work under last-minute pressure.

By submitting the Senior Mid-Year Report, students and advisors have another opportunity to monitor the progress and status of the thesis at the half-way point. Due by the end of classes of fall semester, the 5-page submission serves to assess thesis progress and reassess direction. There is no one set format for the Senior Thesis Mid-Year Report. Some

suggestions include an outline, a working bibliography and an introduction, or a portion of a chapter, a completed chapter, a synopsis, or any other written submission acceptable to the advisor. An advisor's signature on the 5-page *status report* indicates to all parties (thesis writer, advisor and HP) that the thesis/project is progressing satisfactorily. For this reason, it is unproductive for students to submit the Senior Mid-Year Report Form on-line before receiving the signed written submission from the advisor. By the last day of classes of the fall semester students need to submit the hard copy of the form, along with the signed written report, to the Honors Program office.

With respect to accountability, both students and advisors share responsibilities in producing a scholarly thesis or project. The primary responsibility for successful completion of any thesis or project rests upon the student, although advisors have some responsibilities as well. A senior thesis, fundamentally an independent work, requires active participation and self-discipline on the part of the student. As mentors, advisors offer their own expertise within a particular field and first-hand experience of scholarly endeavors. Ideally, a thesis or project becomes an opportunity to move beyond the seminar model, from passive recipient of another's material to active creator of original thought. All aspects of such scholarly efforts, from the initial decision to undertake a thesis through completion of the final product, reinforce the collaboration of student and advisor. Yet even under ideal circumstances, inevitably problems occur. Usually such problems are minor and can be easily resolved between the student and the advisor. For example, the focus of the thesis may shift or writer's block could suddenly curtail progress. This is all perfectly normal. Ignoring the problem or avoiding one's advisor only makes matters worse. If a student detects a problem, the most sensible approach is to discuss it immediately with one's advisor. Advisors have probably encountered similar versions of the problem with other students' theses and will be able to provide insight and support. If problems arise, other possible resources are

available, such as fellow students who are also writing theses, former professors, and Honors Program faculty. In extreme circumstances, when all else fails, thesis credit can be converted into Readings and Research credit and graded accordingly. Students should not give up too easily, since each year, more than 90 Honors Program seniors experience the same stress and uncertainty, yet manage to survive and complete outstanding scholarly works.

9. How do students complete the Thesis or Project?

Deadlines: Although exact deadlines will change from year to year, in general, completed theses should be in the advisor's hands by mid-April, so as to give the advisor a reasonable time to read and evaluate the thesis and make any final suggestions for revision. Students should not underestimate the amount of time required to print the thesis on the laser printers in O'Neill, to deal with software and hardware emergencies, to do necessary proofreading and to make final corrections, etc. Any requests for extensions must be first approved by the advisor. By May 1st a bound copy of the finished thesis or project should be delivered to the Honors Program office, along with an electronic version submission. For Electronic archival copies, the thesis can be added to the electronic thesis archive by following the instructions found at dissertations.bc.edu. Note that you will be asked to provide an abstract (100-200 words) and to specify six keywords pertaining to your thesis for use in this archival database. The electronic submission is free. If you have questions about the ETD, direct them to Prof. Duket at duket@bc.edu.

Printed Format: Final copies of the thesis or project should be bound with a VELO binding, with a clear acetate cover so that the title page is visible. This kind of binding is inexpensive and readily available from Kinko's on Lake Street and other copying facilities. Students should prepare at least four bound copies, in addition to the electronic version: one for the

student, one for the Honors Program office, one for the advisor, and one for future grandchildren.

Repository: A generous selection of Senior Honors Theses and Scholars' Projects is displayed in the main reference room of O'Neill Library during Senior Week and Graduation Week. Theses and projects are then taken to the Burns Library and deposited in the University Archives, where they are available for consultation by students and other readers. Along with electronic versions available through the Honors Program Website, a selection of HP students' theses can be found on the shelves in the Jenks Library of Gasson Hall.

10. What is the grading policy?

Grading honors theses is primarily the responsibility of the faculty advisor. The ordinary grading system for B.C. courses is the one used, but only grades of B+ or better qualify a thesis as honors-level work and only these grades allow a student to graduate with A&S Honors Program standing.

Grades for students registered in HONR4961.01 should be submitted by faculty advisors to the Honors Program office, on forms which will be sent to advisors towards the end of the fall and spring semesters.

Grades for students registered under departmental course numbers should be submitted by faculty advisors directly to the registrar on the usual grade forms which are distributed by the registrar's office. However, a record of the semester grade should also be sent to the Honors Program office, on the form which is sent to advisors towards the semester's end.

11. A final thought

As students review this lengthy discussion of procedural matters, regulations, and challenges, they may question the value of undertaking a senior thesis. Yet every year dozens of Honors Program students find the experience to be one of the high points of their undergraduate education. Theses are asked of HP students not as the final hoop to jump through on the way to graduation, but because writing one--or completing a large and complicated project--is a distinctively different and more complex kind of intellectual activity than they have previously addressed during their undergraduate experience. A thesis is an opportunity to demonstrate a mature level of academic accomplishment by focusing on a single topic of the student's own choosing, mastering its intricacies, deciding upon an original point of view, and (for the more traditional theses) interpreting and reporting the results in a short book of one's own authorship. Students who successfully complete theses or projects with an honors-level grade should feel justifiably proud of having undertaken and completed successfully one of the most significant challenges available to them as undergraduates.

IV. TRACKING YOUR PROGRESS-SOPHOMORE THROUGH SENIOR YEAR

1. Sophomore Advanced Academic Orientation
2. List of HP faculty available for interviews
3. Interview Form for HP juniors not going abroad (No JYA)
4. Interview Form for HP juniors going abroad (JYA)
5. Senior Thesis/Project Proposal Form
6. Senior Thesis Mid-Year Report Form

March Madness and mid-April meeting. In an attempt to clarify questions concerning thesis options and Advanced Seminar options, we offer some basic guidelines through a required online virtual meeting in advance of a real time preliminary meeting with sophomores (mid-April) to address the role of the Honors Program in their college career and to review their own path on the journey as a member of the HP community. Thus begins the advanced academic program in Honors.

This “advanced” orientation highlights the methods, the foundations and the basic principles of research (whether in an upper-level seminar or in a thesis) so that students can be better equipped to work with the resources in HP and within their individual departments. The orientation uses video interviews of students who have recently gone through the thesis writing process and experience. Online and real time sessions address questions about thesis procedures in all Arts and Sciences departments as well as the Arts and Sciences Honors Program.

Honors Program faculty available for interviews:

Name	E-Mail Address
Prof. Alice Behnegar	behnegaa@bc.edu
Prof. Marty Cohen	martin.cohen@bc.edu
Prof. Chris Conostas	constas@bc.edu
Prof. Tim Duket	duket@bc.edu
Prof. Tom Epstein	epsteith@bc.edu
Prof. Michael Martin	martinuv@bc.edu
Prof. Susan Mattis	mattiss@bc.edu
Prof. Susan Michalczyk	michalcz@bc.edu

Interview Form (No JYA) [[download printable version here](#)]

For all juniors not going abroad (Interview to be completed and Form submitted no later than the last day of classes in the fall semester)

Important instructions: You must meet with an Honors Program faculty member and submit a signed hard copy of this form with the faculty member's signature to the Honors Program office. Please remember to complete this process as early as possible in the fall semester of junior year and no later than the last day of classes.

Name_____

B. C. Address_____

Telephone and E-mail_____

In my junior year, I will be taking the following:

Twentieth C. and the Tradition I_____

Twentieth C. and the Tradition II_____

Advanced Seminar_____

In my senior year, I plan to do the following in fulfillment of Honors Program Requirements or in addition to them:

1. Senior thesis (or Advanced Independent Research Project)_____

2. Advanced seminar (semester or instructor if known)_____

Possible Thesis Topic(s):

1. _____

2. _____

Possible advisors:

1. _____

2. _____

Honors Program Faculty signature: _____

Interview Form (JYA one or both semesters)
[\[download printable version here\]](#)

For all juniors going abroad (Interview to be completed and form submitted no later than the last day of classes in the fall semester)

Important instructions: Please be aware that being abroad during the fall semester does not negate the need to dialogue with an HP faculty member. During (on campus) or following your meeting (through email exchange if you are abroad), complete the form. Students abroad complete the form electronically and submit as an e-mail attachment. Students on campus in the fall should submit a hard copy of this form with the faculty member's signature to the Honors Program office.

Name _____

B. C. Address _____

Telephone and E-mail _____

In my junior year, I will be taking the following:

Twentieth C. and the Tradition I _____

Twentieth C. and the Tradition II _____

Advanced Seminar _____

In my senior year, I plan to do the following in fulfillment of Honors Program Requirements or in addition to them:

1. Senior thesis (or Advanced Independent Research Project) _____

2. Advanced seminar (semester or instructor if known) _____

3. Twentieth C. and the Tradition I: Fall semester_____

4. Twentieth C. and the Tradition II: Spring semester_____

Possible Thesis Topic(s):

1. _____

2. _____

Possible advisors:

1. _____ 2.

Honors Program Faculty signature:

Senior Thesis/Project Proposal Form

[\[download printable version here\]](#)

Important instructions: A hard copy of this form with your advisor's signature and the description of your thesis attached must be submitted to the Honors Program Office, Stokes Hall S260. For all juniors not abroad, the signed hard copy along with the proposal are due by the last day of classes in the spring semester. Juniors abroad during the spring semester must obtain the form online and submit both a preliminary electronic copy by the last day of classes in the spring semester and signed hard copy along with the proposal by the end of registration period in the fall of senior year.

Check: _____ Date _____

Senior Thesis/Project

Advanced Independent Research Project

Also for dept. honors program

Name _____ Class _____

ID # _____ E-mail: _____

B.C. Address _____ Tel. _____

Home Address _____

_____ Tel. _____

Thesis Title _____

Advisor _____

Department _____

While working on the thesis/project I will be registered under:

Departmental Honors thesis or seminar number: _____

__ My advisor's Independent Study course number:

__ HP 299: Senior Honors Thesis

Advisor's signature_____

Attach to this form a separate typed description of your thesis/project plans. This should include a detailed discussion of:

- the topic or project you intend to pursue
- the method you intend to follow
- the principal resources you expect to use
- the form which the finished work will take (i.e., a long paper, a summary of research, an art work, a journal, a performance, etc.)

Senior Thesis Mid-Year Report Form

[\[download printable version here\]](#)

Important instructions: A hard copy of this form and your five-page mid-year report with your advisor's signature must be turned in to the Honors Program Office. The form and the signed submitted material are due by the last day of classes in the fall semester of the senior year.

Please note any changes from your original proposal on this form (registration number, advisor, subject and the like).

With regard to the actual Senior Thesis Mid-Year Report, keep in mind that there is no one standard format. Some suggestions are an outline, working bibliography and an introduction, a portion of a chapter, a completed chapter, a synopsis, or any other written submission acceptable to your advisor. Your advisor's signature on the 5-page status report indicates to all parties (thesis writer, advisor and HP) that your thesis/project is progressing satisfactorily.

Name _____

B. C. Address _____

Telephone and E-mail _____

Thesis Title _____

Advisor _____

Department _____

Thesis registration number _____

V. INFORMATION ABOUT SENIOR THESIS PRESENTATION NIGHT

At the close of each academic year in early May, 10-12 Honors Program Seniors have presented the highlights of their theses for their colleagues, advisors and Honors Program faculty at the Senior Thesis Presentation Night. To prepare for this evening of scholarship, the call for student presenters is announced in mid-April. At the conclusion of the presentations—each approximately 5 minutes in length—there is an opportunity for discussion. The evening acknowledges our seniors' scholarly achievements as well as their generous participation in creating a vibrant community in the Honors Program.

VI. INFORMATION ABOUT SENIOR FAREWELL DINNER

The Senior Farewell Dinner is a final occasion for all Honors Program Seniors to come together with the HP faculty and reflect upon their 4-year journey at Boston College and in the Honors Program. The Farewell Dinner usually takes place in early May.