Overview
The Senior Honors Thesis program is a two-semester course sequence in which a small group of students each a) develop a journal-length manuscript based on empirical research and b) engage in multiple oral presentations of their work. The program culminates in a symposium at the end of the spring semester.

Goals
- Learn advanced research methods
- Participate in all phases of the research process
- Participate in the peer review of written work and oral presentations
- Learn to develop effective, professional PowerPoint presentations
- Produce a journal-length manuscript

Pedagogical Philosophy
The role of the instructor is that of mentor. The mentor-student relationship is based on: a) support for learning and b) critical analysis of work. Thus, the goal is to help students create written materials and oral presentations that are excellent by standards that are used in the field to judge teaching and scientific works. Feedback will be done carefully and meticulously in order to improve writing and presenting skills. And, there is always room for improvement! Individual appointments supplement written feedback in order to engage in the discussion of how specific changes might translate into improvements in the quality of writing or presenting. In sum the overall goal is to provide a learning environment that is critical and supportive.

Procedures
Work with a Faculty Mentor
Each student will be expected to participate in data collection and analysis as well as all phases of the writing the thesis. Faculty mentors will also provide critical feedback at each stage of the project. Students should meet regularly with their mentors to monitor progress, received feedback on written work, and discuss ways to improve writing.

Peer Review
Each student has two peer reviewers from the class. The reviewers provide feedback on the quality of writing in more detail than would be available normally from classmates. Peer reviewing is also an important professional skill, in that one must learn to communicate effectively when providing critical feedback.

Attend Class (meet weekly both semesters)
Class time will be devoted to the presentation and discussion of the research projects and other pertinent topics. Students are expected to attend every class, without exception. This is a commitment to collegiality that is a critical ingredient in the success
of the Senior Honors Thesis class. We create an atmosphere in which critical thinking is accomplished in an atmosphere of support for the improvement of everyone’s project.

**Present Research**

The presentation of research will take place in three phases. First, students provide the class with readings that describe their area of research and the methodology that exemplifies the research. Then they present the introduction and method sections of their research in the fall and results and discussion in the spring.

**Write Research in Progressive Stages**

One week after a section of a project is presented orally in class, students distributed it to their mentor, peer reviewers, and the instructor. Feedback is due one week after the date it was distributed. There should be no exceptions to this timetable. Please note that there are aspects of the manuscript that are required for this class that may not be consistent with the style in which faculty mentors prepare manuscripts. For example, students are required to include a formal *Hypotheses* section, which is not typical style. For each section of the manuscript, we will discuss these variances so that the rationale and format are clearly understood.

**Text**


N.B. *All sections of your manuscript need to conform meticulously to APA style formatting. A title page and cumulative reference section should accompany all sections given to me and peer reviewers.*

**Grading**

*Mid Semester Grading.* Presentations and drafts of sections of theses are graded. However, those grades are intended to give a benchmark; for the written work, students can rewrite and resubmit sections to improve their grade. For the oral presentations, students can modify PPT slides to improve their grade.

*End-of-Semester Grading.* Grades will be based on the…

- quality of each presentation in class (10%)
- quality of the PPT slides (10%)
- quality of the final versions of the sections of the thesis (50%)
- the quality of participation in class – for example, asking questions, offering collegial advise, and so on (20%)
- adherence to APA style (10%).