Thesis Handbook
Canisius All-College Honors Program

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All-College Honors Thesis

Requirement
All Honors students must satisfactorily complete the Honors thesis (HON 451). There are no substitutions for this program requirement.

Definition
The All-College Honors thesis (HON 451) involves significant research and writing, culminating in a substantial paper on a research topic of the student’s design. Such an effort requires that the student possess an excellent understanding of the subject area, its theoretical assumptions, and its research methodology. The student must also be able to think critically and comprehensively about the topic, and must be able to advance a well-formulated argument.

Components
The three (3) indispensable elements of a thesis are:

1. a clearly framed argument
   (not a simple narration of facts or review of the literature)
2. substantial, pertinent evidence to support the argument
3. a sustained, persuasive, and polished presentation

Completing an Honors thesis not only draws on a student’s past academic experience, it also requires considerable independent thinking, creativity, self-discipline, and effective time management.

The student is responsible, with the advice of the faculty adviser, for the investigation of sources, the accumulation of information or data, the selection of pertinent material, and the preparation of the thesis in acceptable form. There is a wide range in choice of topics and in variety of treatment (e.g., historical, literary, philosophical, scientific, social scientific, statistical), which is coupled with rigorous standards of research, argument, and presentation of information.

Rationale
A thesis is an opportunity to explore a topic of one’s own choosing in depth, honing skills that have been learned in previous classes and learning new skills as well. Unlike a term paper for a class, the thesis is a substantive work that one creates over an extended period of time. As such, students will likely have special feelings of pride for going through the process of preparing a thesis. A thesis is excellent preparation for graduate and professional schools and should be highlighted in applications for additional education.
Honors Thesis Learning Goals

As the culminating academic exercise for Honors students, the All-College Honors thesis addresses Middle States standards and the learning goals of Canisius College in seven ways, i.e., (1) information literacy, (2) scientific reasoning, (3) depth of knowledge, (4) critical thinking, (5) writing proficiency, (6) oral communication, and (7) technological competency.

**Information literacy**
Honors thesis is a well-developed exercise in information literacy, one that builds on the foundation laid in Honors coursework in English and the Western Tradition. Honors thesis students must define a topic, conceive of the kinds of materials that they will need to investigate their topics, devise a strategy to locate such materials, think critically about the information they have gathered, and present their findings honestly and in cogent written and oral form. As appropriate, thesis advisers will recommend relevant materials to their students and guide them in the use of libraries and websites, but the thesis remains the responsibility of Honors students as they deepen their own intellectual, research, and communication skills. In sum, Honors students must demonstrate through Honors thesis that they are informed and literate persons on the topic they explore.

**Scientific reasoning**
The very nature of Honors thesis is to employ scientific reasoning as expressed in the scientific method. Honors students must (a) devise a plausible argument or hypothesis, (b) gather considerable information to test that tentative conclusion, (c) revise the conclusion as necessary in light of the research, (d) present their findings in a public setting, and (e) respond to criticism.

**Depth of knowledge**
Honors thesis intrinsically involves an in-depth investigation of one or more fields of learning. In the course of studying a particular topic, Honors students will become aware of multiple points of view regarding it. The task of probing a particular topic at length promotes the skills and habits of mind that are the hallmark of sustained scholarly activity.

**Critical thinking**
Honors thesis involves the identification, analysis, and comprehension of assumptions related to the topic under investigation. In addition, Honors students must synthesize information and apply it to their theses. At its highest level, Honors thesis students should aspire to create knowledge in working on their theses.

**Writing proficiency**
The Canisius All-College Honors thesis, which consists of at least 35 pages of text (10,000 words), requires Honors students to think carefully about their work and to write about their findings and conclusions with clarity and precision. These tasks necessitate many weeks of writing and repeated revision, all under the watchful eye of a highly qualified faculty member who serves as thesis adviser. For most Honors students, this intensive writing exercise will be the longest and most highly polished paper of their undergraduate education.
Oral communication
Near the end of the semester in which Honors thesis is written, Honors students must present and defend their work in front of an audience that includes the thesis adviser, the second reader, a faculty representative from the Honors Program, and other interested parties, such as other Honors students. During this presentation, which is part of “Thesis Defense Week,” thesis students must discuss their arguments, their assumptions, their research, and their findings with clarity and precision. After the thesis presentation, those present may interrogate the Honors students on any aspect of their work, and Honors students are expected to respond to such questioning with considerable familiarity, insight, and skill in communication.

Technological competency
During the preparation of Honors thesis or during the thesis defense, Honors students must use a computer with competency. One might, for example, demonstrate this competency by using data bases to gather material, storing or manipulating material in software such as Excel, and/or using Power-Point to present the thesis during the defense.

Assessment
All of these skills are measured through the use of three Honors thesis rubrics, which are contained elsewhere in this Honors Thesis Handbook. One rubric, which is completed at the time of thesis defense by the adviser, second reader, and Honors Program representative, measures oral communication and technological competency. The other rubric, which is completed after the thesis is finished, measures information literacy, depth of knowledge, critical thinking, and writing proficiency. This second rubric comes in two forms, a longer version to be completed by the adviser and a shorter version to be completed by the second reader.

As the instructor of record for all Honors theses, the Honors director reads each thesis carefully and then consults the rubrics, the recommended grades, and the supporting grade narratives of the thesis adviser and the second reader before making a final grade determination in each case.
Guidelines for Honors Thesis

1. If at all possible, Honors theses should be written in the fall semester.

   By attempting thesis in the fall, students can get a running start on their research in the preceding summer and begin writing in mid-to-late September. Theses written in the fall (but not in the spring) can be submitted for/with (a) national awards, such as Fulbrights and the St. John’s University Finance Essay Contest, (b) graduate or professional school applications, and/or (c) employment applications. Fourth-year students writing in the spring semester sometimes suffer from senioritis and the inevitable distraction of looking to the future, especially to begin their careers or to plan for the next stage of their formal education.

Although it is traditional that seniors write thesis, some mature juniors may elect to tackle thesis. There may be any of several reasons for juniors to write thesis, including a desire to keep fall semester of the senior year relatively clear in order to prepare for LSAT, MCAT, GRE, and/or job/campus interviews, or to undertake a demanding internship, or to study abroad, or to undertake student teaching. Juniors interested in enrolling in HON 451 (thesis) should contact the Honors director.

2. Generally speaking, Honors thesis should be a fresh piece of work that has not already been submitted for credit. It is permissible, however, for science students to draw upon results obtained from previous work conducted in the field or the laboratory, with the proviso that significant additional work and writing must be done during the thesis semester.

   The All-College Honors Program will accept papers that are simultaneously being written for departmental honors, PROVIDED these papers are submitted to Honors as theses, i.e., meet the terms of an All-College Honors thesis.

3. Fundamentally, a thesis requires the formulation of an argument or problem that must be thoroughly investigated and then answered. Without a plainly identified and well-supported argument, the paper does not satisfy Honors requirements.

4. The paper should be an ambitious, in-depth study that is at least 35 typed pages (double-spaced) in length (size 11 or 12 font and at least 10,000 words). This number of pages does not include the title page, table of contents, thesis statement, graphs, illustrations, appendices, citations, or works cited.

5. The project invariably involves extensive library, internet, museum, and/or laboratory research. Internet sources should be subjected to careful scrutiny for their reliability. A well-researched paper should involve a large number of pertinent sources chosen from a wide variety of materials, e.g., memoirs, lab results, artifacts, professional journal articles, interviews, conference proceedings, authoritative secondary books, archival documents.

   Perk: Honors students writing their thesis may borrow Canisius library books for the entire semester.

To assist thesis students in their research, especially in the early phase, the Canisius library offers a “Book-a-Librarian” service, which will allow individual students to work with designated librarians knowledgeable about the general field in which the student is working. You may make your appointment at http://library.canisius.edu/book-a-librarian.
6. The paper should be cogently argued; i.e., your thesis should be carefully defended with a substantial amount of pertinent evidence from primary and secondary sources that is smoothly worked into the paper.

7. The paper should be clearly and fluently written in English, free from stylistic, typographical, and mechanical errors.

8. Documentation (e.g., statistical tables, citations, works cited) should follow a correct form as defined by any standard sheet. The MLA (Modern Language Association) Style Sheet is a preferred form, but several others are acceptable, e.g., APA (American Psychological Association), ACM (American Chemical Society), and Kate Turabian’s Chicago Manual of Style. Whichever stylistic form is chosen should be used consistently throughout the paper.

9. The thesis should be worked on diligently throughout the entire semester. It cannot be done well if rushed or worked on sporadically. To make sure that steady progress is made toward completing the thesis, students should meet frequently and regularly with their advisers. Remember that the thesis is NOT an independent study, wherein a student writes a paper on his/her own. Work out a schedule of face-to-face meetings with your adviser early in the semester and stick to this schedule. When students get to the writing phrase, it can be useful to submit sections in advance of upcoming meetings, so that the adviser can review and comment on them. Students should submit the prospectus, half-draft, and full-draft to the thesis adviser for his/her approval before submitting it to the Honors director. The Honors director will contact advisers for intermediate reports on thesis progress.

10. Students who do not attend the group thesis meetings, which are held about once a month on Friday afternoons, must see the Honors director individually. It is up to the student to make arrangements for these individual conferences.

11. The completed thesis must be submitted to the faculty adviser, second reader, and Honors director. Students may also submit their theses to the library, provided they supply a hard copy, an email copy, and a signed donation form. All email copies of thesis must appear as one document.

12. Toward the end of the semester in which the thesis is attempted, students must to defend their theses in front of their advisers, family, and interested others in the Canisius community. The oral defense is an excellent opportunity to test oneself in a public setting, and is, indeed, a sine qua non of the thesis experience. Participation in Ignatian Scholarship Day does not substitute for the oral defense, because these are different experiences.
Honors Thesis Recommendations (in brief)

1. Select a relatively narrow topic, so that it can be investigated thoroughly

   *discuss the feasibility of your proposed topic with your adviser*

2. In the semester **before** an Honors student attempts Honors thesis, he/she should see the Honors director about his/her thesis topic in order to consider possible thesis advisers. Advisers should be selected on the basis of their (a) knowledge of a given student’s subject and their (b) willingness to shepherd that student through the thesis process

   **no student can register for HON 451 without meeting with the Honors director**

3. Start your research before the given semester

   the summer for the fall semester
   the fall semester/Christmas vacation for the spring semester

4. Read broadly first, then more narrowly, in order to learn about the general topic]

   e.g., if the topic is the Tulsa Race Riot (1921), read about American race relations first

5. **Do not take on more work in the thesis semester than can be handled**

   e.g., taking six classes and a half-time job or internship

6. Have a standing (weekly) appointment with the adviser

   *prepare for the meeting by reading, thinking about, and/or writing a passage
   *submit a 1-page summary of what has been and what will be done

7. Conduct extensive & wide-ranging research to investigate the topic

   *do not rely on a few sources or even the same kind of source for your thesis

8. Begin writing no later than a month into the semester, and average 3-5 pages/week for the next ten weeks

   *submit the writing by email attachment *prior* to the meeting with one’s adviser

9. Re-write your thesis, preferably as you go along
Faculty Involvement

*No student may register for HON 451 without the Honors director’s prior approval of the thesis adviser.*

**Thesis Adviser** (students must select their advisers in the semester before attempting thesis)

Customarily, thesis advisers are full-time members of the Canisius College faculty, ideally someone who has directed an Honors thesis previously. Exceptions to this policy must be approved by the Honors director. A good adviser is someone who has considerable knowledge about your thesis topic and who is willing to share that expertise with you at frequent face-to-face meetings. Avoid choosing a faculty “friend” who is not really familiar with your topic. Avoid faculty who regard independent work, such as the thesis, as a bother. No faculty adviser should have more than three All-College Honors thesis advisees. After you select an adviser who seems suitable, but problems nonetheless present themselves during the thesis semester, please speak directly to the adviser and/or to the Honors director.

**Second Reader** (the 2nd reader must be selected early in the semester in which thesis is attempted)

A second reader should be someone who is familiar with your topic. That person may be a full-time faculty member, an adjunct instructor, or someone not associated with the college, e.g., a zoo director for a thesis on animal behavior. The role of the second reader depends on the thesis student and the second reader. A second reader may (a) offer advice at the beginning of the thesis semester, such as suggested readings, (b) read and comment on sections of the developing thesis, and/or (c) simply read the thesis at the end of the semester. If a thesis is interdisciplinary, the student is especially encouraged to consult the second reader who may possess a competency that the faculty adviser does not. Under all of these scenarios, the second reader recommends a grade to the Honors director.

*In the case of a second reader who does not work at Canisius, please supply the second reader’s email with the thesis prospectus, and be aware that you must keep him/her aware of deadlines connected to your thesis, including the deadline for grade submission at the end of the semester.*

**Honors Director**

In the preparation and grading of the Honors thesis, the Honors director is a kind of referee. The director will determine the suitability of faculty advisers and second readers, and mediate difficulties that might crop up between faculty and students. In addition, the director assigns one of three grades to each thesis. Although great weight is attached to the faculty adviser’s grade, the Honors director is also guided by the second reader’s evaluation and his/her own assessment. In the event that there is a considerable disparity between the evaluations of the faculty adviser, the second reader, and the Honors director, the Honors director will notify the thesis adviser of this discrepancy and, if circumstances permit, discuss the matter with the adviser before assigning a grade. In some circumstances, the Honors director might invite additional readers to look at the thesis in question. Because all thesis students are enrolled in HON 451 (the Honors director’s responsibility), because the Honors director is the only faculty member with experience in reading so many diverse theses, and because it is the Honors director’s duty to preserve the academic rigor of the Honors Program, the Honors director assigns the final thesis grade. Students are welcome to see the director about their final grades, but the evaluations supplied to the director by the thesis adviser and 2nd reader are strictly confidential, and will not be shared with students. Students who are interested in these evaluations should see the faculty involved.
Sample Thesis Titles* (many theses are stored in the library’s archives)

The Elephant Problem: Can Elephant Populations be Sustained in Captivity?
Angels in Satanic Mills: Parliamentary Imposition of Middle Class Ideals on Victorian Working Women
Teaching Place Value to Elementary School Students: Why the Exploratory Method is More Effective
Misconceptions of the Cold War: Why the Creation of NASA Was Not a Response to Sputnik
Brown v. The Board of Education: America’s Failure to Equalize Education
“Whudafxup” with Truth® Commercials?: An Evaluation of an Anti-Smoking Campaign
Public Relations Use and Reception: Student Perceptions of Proactive and Reactive Public Relations Use
Beowulf and Post-Alfredian England: The Late Date of English’s First Native Epic
Beluga Babysitting: The Nature of Allomothering in Delphinapterus leucas
Can Changing Gene Cluster Parameters Change the Clusters?
Building a Homestead: Parallels Between Indigenous Women’s Writing and Feminist International
Relations Theory
Averting a Genetic Apocalypse: A Look at Eugenic Efforts to Improve the Human Gene Pool
Modernity and Proto-Feminism in Titian’s Female Nudes
Income and Quality of Education: Is Educational Equity Possible?
Economic Disparity in Drug Generation for Neglected Diseases and Vaccines
Fighting Hegemony by Bursting the Suburban Bubble: A Close Look at a Four-Year Service Learning
Sequence in the High School Classroom
From Indifference, to Hatred, to Friendship: Japanese-American Relations Before, During, and After
World War II
The Home-Schooling Alternative
Patriarchalism in the Politics and Writings of James VI and I
Rewriting Conrad’s Heart of Darkness: Fashioning Nigerian Humanity in Chinua Achebe’s
Foundational Trilogy
The Economic Implications of Derivatives-Based Strategies in Risk Management
Student Leadership: Perceptions, Skills, Training, and Experience
The Nature of Redemption in The Chronicles of Narnia and The Lord of the Rings
Holding No Child Left Behind Accountable
Considering the Poems as Poems: The Craft of Sylvia Plath
Faust: Falling and Failing, the Sin of Knowledge
Making Oranges Out of Lemons: Prospects for Post-Revolutionary Ukraine
Feeling the Heat: A Case for Immediate Action Against the Effects of Global Warming
The Rise of Suburbia: A Contributory Force in the Decline of Central Cities
A Judicial Battlefield: The History of Habeas Corpus during Wartime and its Implications
on the War on Terror
Marshal Philippe Pétain: Patriot, Collaborator, or Scapegoat?
Stem Cell Research and Governmental Policy: Taking a New Look at Both the Dollars and
the Sense of It All
Puritanical Kerouac: Form, Symbol, and Theme in the Major Works of Jack Kerouac and
Jonathan Edwards
Persuasion in Advertising: Exploring the Weapons of Influence Most Frequently Used to Attract
Young Women Consumers through Magazine Advertising
Odysseus Reborn: Homeric Parallels in Ulysses and The Hobbit
Imperialism and Literature: Exploring a Modern British Preoccupation
Tradition, Rebellion, and Compromise: Jane Austen’s Manipulation of 18th Century Conduct Book Ideals
in Pride and Prejudice
Eco-Terrorism: Exotic Militancy in International Relations
Circling the Wagons: Why Western New York Will Profit from the Departure of the
Buffalo Bills
Surviving Gone With the Wind: Survival and Its Impact on the Transformation of Gender Roles
Throwing Away the Key: Breaking the Lock of Antisocial Behavior on Adolescents through Multi-systemic Therapy

How to Build a Winning Baseball Team... On the Cheap!

Expanding on the Science of ‘The Artist’s Reward’: Manifestations of Depression in Contemporary Literature

The Battle Over E-Commerce Taxation

Catholics and Globalization: Applying Social Ethics in the Globalizing World

Securing Liberty: Understanding Rights in State Constitutions and Bill of Rights from 1776-1790

Treating Children with Asperger’s Disorder: Behavior Modification combined with Pharmacological Intervention: A Multifaceted Approach

Falling into Furious Attitudes: Chris Ware’s graphic novel, Jimmy Corrigan The Smartest Kid on Earth as a Post-Modern Response to William Faulkner’s As I Lay Dying

Defining America: Realignments, Polarization, and the Struggle to Shape a National Identity

Bringing Medical Sadists to Justice: The Use of Witnesses at the Nazi Medical Trial

A Right to Health Care: An Argument for the Establishment of a Universal Health Care System within the United States

“These Poor Downtrodden So-and-So’s”: A Look at the Survival of Depression Era Artists

The Great Rooted Blossomer: Yeats’ Influence on Irish Poetry

Strategies for Metropolitan Growth

Gendered Self-appropriation: Women as Situated Knowers

U.S. Haste Creates International Waste: Sardanes-Oxley Disrupts Global Convergence

“Undercover Marketing Uncovered”: A Violation of Ethical Standards

Give Me Quality Financial Reporting: Why It is Essential that Environmental Cleanup Costs be Recognized in Financial Reports

Rebirth of the Maccabean: The Early Zionist Movement and the Uganda Controversy, 1903-1907

Creating a Bond with Play: Treating Reactive Attachment Disorder with the Healing Powers of Play

Deception in the News: Identifying a Need for Source Disclosure

Would You Like Sushi with That? The Influence of Japanese Culture on the American Managerial Model over the Past Sixty Years

Structural Funds: Emulation is the Key to Success

Boudica Queen of the Iceni: Molding British Identity

Abstracting the Truth: Non-Representation of the Female Figure as a Means of Revealing Inner Realities

Organizational Downsizing: Adverse Impacts on Both Employees and the Organization

Avoiding Information Overload: Developing a Low Memory, MachineReadable Representation of Scientific Journal Articles

Urban E-Government: The Impact of New York’s CompStat and Baltimore’s CitiStat on Public Administration

Myths, Lies and Breast Cancer: A Scientific and Historical Look at Conventional versus Unconventional Breast Cancer Therapy

*Honors theses are to be donated to the college archives at the end of the academic year unless students request otherwise. The reasons for this donation are twofold:

(1) All-College Honors theses invariably represent outstanding academic work at Canisius and should be saved for posterity

(2) Current Honors students may well benefit from studying these theses
Thesis Orientation

Because the thesis is an important and unique research & writing assignment in the Honors curriculum, the Honors director will hold an introductory meeting about it. At this meeting, the following questions (among others) concerning the thesis will be discussed:

*What is a thesis?*
*What is the difference between thesis and independent study?*
*What are the benefits of tackling thesis?*
*How long should the thesis be?*
*Who should an adviser be, and what role does the adviser have in completing thesis?*
*When should a student begin working on the thesis?*
*How much research should be done?*

In advance of the meeting, thesis eligible students should consult the Honors Thesis Handbook, which can be found on the Honors website (canisius.edu/honors) under “Requirements.”

**Orientation meetings:**
W September 16, 2015 (1 pm) place TBD
W February 10, 2016 (1 pm) place TBD
Meetings & Deadlines for Honors Thesis*
Fall 2015

**MAR 1**  
Student submits THESIS APPLICATION to Honors director

**1st Meeting (OM 223)**  
F SEP 4 (1pm & 2:30 pm)  
Introduction to Honors Thesis

**2nd Meeting (OM 223)**  
F SEP 18 (1 pm & 2:30 pm)  
Student submits PROSPECTUS to Honors director  
(email attachment only; use email subject “Thesis prospectus”)

*The 3-page (minimum) typed prospectus should be approved by the adviser & include these components:*

*Date of submission*
*Your name, your faculty adviser’s name, and the name of your second reader*
*A working title (can always be revised later on)*
*A clear statement of a tentative thesis, i.e., the idea you wish to develop in your paper*
*A careful introduction to the thesis and an explanation of it*
*A description of the approach (strategy) that you intend to use to support your thesis*
*A simple outline of your planned thesis (can be revised as your work proceeds)*
*A preliminary bibliography with at least 25 sources (annotated, i.e., a brief comment on each source)*

**3rd Meeting (OM 223)**  
F OCT 23 (1 pm & 2:30 pm)  
Student submits HALF of the 1st DRAFT to the faculty adviser & Honors director  
(email attachment only; use email subject “Thesis half draft”)

*The half draft should contain these elements:*

*Title page with working title, student’s name, adviser’s name, second reader’s name, date*
*Tentative table of contents*
*At least 15 typed pages of text (doesn’t have to start from the beginning)*
*Works cited (in progress)*

[After this meeting, students may wish to see the director individually to discuss their developing theses]

**4th Meeting (OM 223)**  
F NOV 20 (1 pm & 2:30 pm)  
Student submits ENTIRE 1st DRAFT to:  
(a) faculty adviser, (b) second reader, (c) Honors director  
(email attachment only; use email subject “Thesis first draft”)

**NOV 30-DEC 4**  
**THESES DEFENSE WEEK**

**Thesis Submission**  
F DEC 11  
Student submits FINAL DRAFT to:  
(a) faculty adviser, (b) second reader, (c) Honors director  
(hard copy & email attachment; use subject “Thesis final draft”)

**Grade Submission**  
F DEC 18  
Faculty advisers & second readers submit THESIS GRADE to Honors director (preferably by email—do not use PDF)  
“Incomplete” will be given to students whose advisers’ reports are late

(earlier, if possible)

*Students who cannot attend these thesis meetings must see the Honors director individually. There may be makeup thesis meetings on dates/times to be determined.*
Meetings & Deadlines for Honors Thesis*
Spring 2016

NOV 1  Student submits THESIS APPLICATION to Honors director

1st Meeting (OM 223)  Introduction to Honors Thesis
F JAN 22 (1 pm & 2:30 pm)

2nd Meeting (OM 223)  Student submits PROSPECTUS to Honors director
F FEB 5 (1 pm & 2:30 pm)  (email attachment only; use email subject “Thesis prospectus”)

The 3-page (minimum) typed prospectus should be approved by the adviser & include these components:
* Date of submission
* Your name, your faculty adviser’s name, and the name of your second reader
* A working title (can always be revised later on)
* A clear statement of a tentative thesis, i.e., the idea you wish to develop in your paper
* A careful introduction to the thesis and an explanation of it
* A description of the approach (strategy) that you intend to use to support your thesis
* A simple outline of your planned thesis (can be revised as your work proceeds)
* A preliminary bibliography with at least 25 sources (annotated, i.e., a brief comment on each source)

3rd Meeting (OM 223)  Student submits HALF of the 1st DRAFT to the faculty adviser & Honors director
F MAR 11 (1 pm & 2:30 pm)  (email attachment only; use email subject “Thesis half draft”)

The half draft should contain these elements:
* Title page with working title, student’s name, adviser’s name, second reader’s name, date
* Tentative table of contents
* At least 15 typed pages of text (doesn’t have to start from the beginning)
* Works cited (in progress)

[After this meeting, students may wish to see the director individually to discuss their developing theses]

4th Meeting (OM 223)  Student submits ENTIRE 1st DRAFT to:
F APR 15 (1 pm & 2:30 pm)  (a) faculty adviser, (b) second reader, (c) Honors director
(email attachment only; use email subject “Thesis first draft”)

APRIL 18-22  THESIS DEFENSE WEEK

Thesis Submission  Student submits FINAL DRAFT to:
F MAY 6  (a) faculty adviser, (b) second reader, (c) Honors director
(hard copy & email attachment; use subject “Thesis final draft”)

Grade Submission  Faculty advisers & second readers submit THESIS GRADE
F MAY 13 (earlier, if possible)  to Honors director (preferably by email—do not use PDF)
“Incompletees will be given to students whose advisers’ reports are late”

*Students who cannot attend these thesis meetings must see the Honors director individually. There may be makeup thesis meetings on dates/times to be determined.
APPLICATION for ALL-COLLEGE HONORS THESIS

Eligibility
Juniors or Seniors in good standing in the Honors Program

STUDENT INFORMATION
Name ________________________________ ID# ________________________________
Email ________________________________ Phone ________________________________
Major/Minor ____________________ G.P.A. _____ # of Honors courses completed _____

FACULTY ADVISER (must be approved by Honors director)
Name ________________________________ Email ________________________________
Thesis will be undertaken during the ____________________ (semester & year, e.g., Fall 2010)
Meeting frequency throughout the semester: ___________________________________________

Thesis topic
______________________________________________________________________________
______________________________________________________________________________

Thesis description
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Student signature & date ________________________________ Faculty adviser signature & date ________________________________

Note to Student
In taking on Honors thesis, the student must recognize that much responsibility shifts to the student. The student must push forward on his/her initiative and demonstrate with written material to the faculty supervisor what he/she has learned. Weekly meetings between the student and the adviser should be held throughout the semester. If problems occur, please contact the Honors director in short order.
Honors Thesis Grant
For Undergraduate Students in the All-College Honors Program

The Honors Program offers summer awards ranging from $100 to $500 to students who are working on an Honors thesis. Support of this program has been budgeted at $1,000.

The purpose of the award is to provide funding for expenses related to successful completion of the thesis.

Applicants must submit completed forms either by email attachment to the Honors director (dierenfb@canisius.edu) or in hard copy to the Honors office (CT 607), no later than June 1st. Award decisions will be announced within one week of the application deadline.

Applications are available on-line.
All-College Honors Program
Honors Thesis Grant Application

General Information

Eligibility
To be eligible, a student must be a junior or rising senior in the All-College Honors Program completing an Honors thesis to satisfy degree requirements for graduation with Honors. Applications should be submitted well in advance of beginning the research. An application for a grant submitted after work has begun and expenditures have been made will be given lower priority than applications which are made for research planned completely but not yet undertaken.

Deadlines
There will be a competition at the beginning of every summer. The deadline for submission of applications is June 1st. In the event that June 1st falls on the weekend, the deadline is the next business day. Applications should be submitted to the Honors Office in CT 607.

Amount and Number of Grants Awarded
A student may request up to $500. Individual students will not always receive the maximum amount requested, and most grants will be smaller than $500. Honors anticipates awarding several grants each year. The grants will be awarded as reimbursements for expenditures, and students must submit receipts after expenses have been paid by the individual student.

Notification
Each grant recipient will receive a letter from the Honors Director that states the exact amount of the award and specifies how it can be used. Applicants should not make expenditures in anticipation of awards.

Application Procedures
Submitting all materials and following preparation instructions explicitly are essential to successful applications. All applications must be typed, legible, well organized, and written in clear, grammatical English. A complete application consists of the following materials:

- a grant application cover sheet
- an itemized budget sheet
- a proposal following the application guidelines
- a letter of recommendation from the thesis supervisor
- an unofficial transcript
Application Proposal Guidelines

Please answer the following questions and attach to the application cover sheet. Number responses to correspond to each section.

Section 1: Description of Project or Thesis
Although the length and character of this project description will vary with the student’s discipline, sufficient information should be provided to determine the feasibility and the worth of the project. It is exceedingly important that this section be clearly conceived and written, and the project should be described with as much detail as possible.

Section 2: Special Preparation of Project
Other than regular course work, applicants should describe any special preparation or training to support this project. If none, write “none.” Applicants should consider listing directed study courses, special seminars, earlier research projects, work as a research assistant for a professor, volunteer or internship activity, exhibit coordination, invited performance, language training, foreign study and travel. For each of these activities, if applicable, indicate in a phrase or sentence how it contributes to the project.

Section 3: Previous Academic Awards
A brief list of academic awards (scholarships, Dean’s List, Honors commendations, election to Alpha Sigma Nu, and so on) obtained as an undergraduate student should be included.

Section 4: Autobiographical Statement of Purpose
Applicants should write a brief paragraph of no more than 200 to 300 words outlining their intellectual interests, future plans and aspirations, and professional goals. How does the honors thesis fit into these interests and plans?

Section 5: Itemized Budget Sheet
An itemized budget must be submitted with this application. For the budget, list the various costs to be incurred in the project which are eligible for reimbursement. The estimated cost for each budget item and for the total estimated cost must be stated in dollar amounts. The rationale for particular expenses must be specific. (Guidelines for eligible budget items are listed on the next page.) If the grant is awarded, students must submit receipts of these expenditures before payment.

Section 6: Budget Justification
Each item on the budget sheet must be justified in narrative form. Justification statements should answer these questions. Why is the amount of money, nor more and no less, crucial to completion of the project? Could the project be carried out on a lesser scale with a smaller expenditure of money? What would be the result if the grant were not approved?

Letter of Recommendation
The faculty member who serves as the thesis supervisor must write a letter of endorsement for this award, including an opinion of the importance of the grant in the production of an outstanding thesis or project. This letter should be treated as a confidential recommendation and should be forwarded directly to the Honors Director. No application will be considered without a letter of support from the thesis supervisor.
Guidelines for Eligible Budget Expenditures

Travel
Long-distance travel by plane, train, bus, or automobile to a site for the purpose of research is eligible, but local travel within the metropolitan area is generally not covered. Mileage costs should be calculated at 35 cents per mile.

Lodging
Hotel bills related to research in another city or state are allowed, but not meals or tips for service.

Photocopying
Copying of interview forms is covered, but no funding is allowed for making multiple copies of thesis. Photocopying of unique materials, such as those in a private collection or a distant library, is eligible, but copying items that are obtainable within the Buffalo area is not covered.

Computer Costs
Computer costs not funded by a department may be eligible. Computer hardware, including home computers or modems, is not covered. Computer disks may be allowed if they are central to the project. Computer software is generally not covered.

Audiovisual Equipment
Rental of audiovisual equipment from the cheapest source and purchase of audio and video tapes are eligible, but this expense must be documented with special care.

Conference Participation
Funding covers payment of expenses for attendance at a conference or meeting if a strong case can be made that this experience is central or essential to the completion of the project.

Research Subjects
Payment of research subjects for human experimentation (as can be demonstrated as customary in the department or program where the thesis is being written) is eligible.

Other Expenses
Expense items such as telephone calls, postage, and literature searches are also eligible, but the relationship of these items to the project must be very clear.

Questions about preparing the budget should be addressed to:

Dr. Bruce J. Dierenfield
Honors Program Director
Canisius College
2001 Main Street
Buffalo NY 14208-1098
716/888-2683
dierenfb@canisius.edu
Honors Thesis Grant Application

Directions: Please TYPE (in BLACK INK) the information requested on this form, including your itemized Honors thesis budget proposal. Then submit this to Dr. Bruce Dierenfield by the appropriate deadline. Absolutely NO LATE APPLICATIONS will be accepted!

Student’s Name______________________________________Soc. Sec. #: __________________

Student’s Major(s): ____________________________E-mail ______________________

Faculty adviser’s Name: ____________________________Adviser’s Dept. ______________

Honors Thesis Information (please TYPE in BLACK INK)
Title: ______________________________________________________________

____________________________________________________________________________

Description: ____________________________________________________________________

____________________________________________________________________________

Objectives: _____________________________________________________________________

____________________________________________________________________________

Methodology (be brief): __________________________________________________________________

____________________________________________________________________________

Expected Benefit(s) or Impact of Thesis: ____________________________________________

____________________________________________________________________________

____________________________________________________________________________

Submit this cover sheet with the following materials attached:
• itemized budget sheet
• application proposal
• letter of recommendation
• unofficial transcript

Thesis Research Grant Application
Itemized Budget Proposal:

Please TYPE or PRINT (in BLACK INK) your proposed itemized budget for your Honors Thesis with a grand total cost of all items requested. Please include a brief explanation of why the items for which you are requesting funding are necessary for your thesis. You may attach additional sheets, if necessary. [Remember that the purpose of this grant is to help you pay for extraordinary expenses (i.e., expenses students normally are not expected to pay for) which you expect to incur while pursuing your thesis. Examples of extraordinary expenses include, but are not necessarily limited to purchasing equipment, tools, laboratory rats, or viruses; renting exhibit space or rehearsal halls; paying for lodging or travel and mileage (in some cases); etc. Examples of items which are typically NOT funded include purchasing meals, books, periodicals, computer or typewriter ribbons, and computer or typing paper, typing of the thesis, and photo duplication. Any necessary expenses for postage and/or long distance telephone calls, as well as money you have already spent for your thesis, should also be included for consideration. Keep all receipts. Money you have already spent probably will NOT be refunded.]

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Grand Total: $_________
Week 5 Report

Second Reader
I have confirmed Dr. Bob Butler as the second reader for my thesis. Dr. Butler explained to me that he has done extensive work in post-1945 American culture and that he has an interest in American religion. Such knowledge makes him an excellent choice as second reader.

Research
My research efforts were focused on discovering the views of prominent national figures. I found two speeches made by President Harry Truman—one given to the New York Avenue Presbyterian Church and another to the Federal Council of Churches—in which the former president shared his views regarding the religion’s role in both the United States and in the Cold War. Secondly, I have come across some of the works of religious figures of the day. I found a transcript of a sermon given by Billy Graham during his 1949 Los Angeles crusade in which he speaks of the religious tension between the West’s Christian roots and atheistic communism. I also ordered a book written by Billy Graham titled America’s Hour of Decision in the hopes that it will contain mentions of the Cold War struggle. Similarly, I ordered two books that contain sermons by Graham, but I am not certain of when these sermons were preached. I also researched Bishop Fulton Sheen and found a radio broadcast titled “How to Meet Communism” and a book he had written called Communism and the Conscience of the West. I have yet to read the book since I ordered it from Connect New York, but its title gives me confidence in the usefulness of its content.

Writing
I did not make much progress on the writing front. I did some editing to my pages on Eisenhower and also added some background information regarding his religiosity and religious upbringing.

Plans for the Upcoming Week
I need to make some significant progress in regards to writing my thesis. In order to continue to make steady progress, I would like to write five pages for next week. Secondly, I plan to look into primary sources for Billy James Hargis and Norman Vincent Peale and to sift through the sources I have ordered from Interlibrary Loan/Connect New York.
A Foster Care Face-Lift
The Failing Foster Care System and a Need for Improvement

Carrie L. Burke
Canisius College

HON 451
All-College Honors Thesis

Dr. Dewey Bayer (Adviser)
Mr. Timothy Servoss (2nd reader)

December 10, 2014
Thesis Statement

The U.S. foster care system is failing in many areas and foster children are being affected negatively. The system is desperately in need of revisions to reduce the negative consequences on children. Failures of the system include the length of time in foster, placement instability, attachment, foster parent recruitment and retention, and inadequate foster parent training and although the failures are many, the foster care system is not hopeless.

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NUMBERING PAGES IN A COMPLEX WORD DOCUMENT

The easiest way is to complete the document first, and then insert page numbers. (Hint: “Save” after each step to avoid bigger problems!) For a manuscript which has “front” pages, go to the second page and do the following:

1. Double click in the “header” area of the document; the header will appear, and the “Header and Footer Tools” toolbar will appear in the Ribbon. On the left end is the page numbers icon.
2. Click on that page numbers icon and choose the location you prefer for the numbers to appear.
3. Click on the “format page numbers” option.
4. Choose the number style you want for the “front” pages (usually lower case Roman numerals). You will also see (in the center area) an option to either click on unclick if you want the first page of this section to be different. In this case, you will want to be sure that it is clicked so there will be no number appearing on the first page. Click OK.
5. Close the Header and Footer Tool Bar by clicking on the red icon at the right end – “Close Header and Footer”.

With the insertion point at the last page of the front pages, following the end of the text:

1. Click on Page Layout tab, choose “breaks” on Page Setup. A drop-down menu appears: in the Section Breaks area, click on Next Page. (The breaks choice box will close automatically.)
2. At the bottom of that page (which should be the first page of text following the front pages), double click again in the header or footer area (wherever you put the page numbers).
3. Click Page Number, click Format Page Numbers, and choose the numerals style you want, usually Arabic numerals.
4. At the bottom of that same drop-down box, choose “start at” and enter the page number; e.g., if you have five (i-v) front pages, the first page of this section should be 6. Click OK.
5. This time you will want to be sure that the “different first page” option does not have a check mark in it (the default setting is to have a different first page). Click in the box to disable the check mark. Click the “Close Header and Footer” icon.

It takes quite a bit of practice to be secure in this process. Do not be discouraged.

If you are using Word 2003, the process is virtually the same. You will be using the Insert →Page Numbers, or Insert → Breaks options and their dialog boxes.
TO HAVE NO PAGE NUMBER APPEAR ON THE FIRST PAGE, BUT TO HAVE THE SECOND PAGE SHOW IT AS PAGE 2:

Go to page 2.

1. Double click in the “header” area; the header will appear, and the “Header and Footer Tools” toolbar will appear in the Ribbon.
2. Find the “Options” section on the Ribbon.
3. Click the “Different First Page” option.
4. Close the Header by clicking on the red “Close Header & Footer” button on the far right end of the Ribbon.
CREATING A TABLE OF CONTENTS IN WORD 2007

To begin, it is wise to **format the Table of Contents before** entering any data into it; it is extremely difficult to format after you have created the whole table. It is also wise to use the automatic numbering feature found on the Home tab, which will ensure that the spacing between numbers and information will be uniform throughout. It is *always unwise* to space to the places where you want data to appear because the fonts are frequently created so that different letters and punctuation features use different units of space, so you can be certain you will usually have an uneven column, or in the case of a Table of Contents, a ragged right hand margin.

A. Be sure that the rulers on the screen are visible (on the View tab, second section “Show/Hide” **click** ruler). On the very left end of the ruler you will see the “L” shaped left tab indicator. **Click** on it until the right tab indicator appears. Then, on the right edge of the ruler **Click and drag** the right tab over to the right margin. Then proceed as follows:

1. At the end of the preceding page, in the Page Layout tab, choose **breaks, section breaks, continuous**. Click on **continuous**. (This is done so as not to affect the setup of the preceding page.)

2. Choose the numbering style you want by **clicking** on the Home tab. The third grouping is labeled “paragraph.” Do not click yet. In the top row you will see a bullets button, next to it is a numbers button, the 4th and 5th buttons are to decrease and increase the indent. **Click** the down arrow on the numbering button and choose the style of numbering you want. **Click** to enter the first number.

3. Enter the first item in the Table of Contents.

4. To format the tabs (which you will use to automatically go to the right-hand margin) **click** the page layout tab on the ribbon, **click** the diagonal arrow in the right-hand corner of the paragraph section on the ribbon, which reveals a drop-down menu. **Click** indents and spacing. In the lower left corner of the drop-down menu, **click** tabs.

5. The position of the tab at the right margin should be showing in the “tab stop position” box.

6. In that drop-down menu, look in the “Leader” section and **Click** on 2 to get a dot leader, which will automatically appear when you tab to the right margin and enter the page number.

When the Table of Contents is complete, enter another section break to cancel out the formatting going forward.

The same process can be followed to create a works cited section at the end of the paper: section break, hanging indent (you find that choice on the same drop-down menu as the tab format feature). In the drop-down menu instead of tabs, choose indent—special—hanging and then **click** the down arrow to choose the width of the hanging indent you prefer.

**Final Hint:** You will save yourself countless hours of anguish by learning to use **all** of the automatic features in Word, particularly the tabs and hanging indent.
Guidelines for Submitting Honors Theses Submission

1. Include a title page with these elements:
   - **Main title** (18 font size) **Subtitle** (14 font size)
   - [the rest of the title page should be 11 or 12 font]
   - Your name
   - Institution: Canisius College
   - Course Number: HON 451
   - Faculty adviser’s name
   - Second reader’s name
   - Date of submission: May 3, 2014 [do not use May 3rd, 2014 or 5/3/14]
   - **Center & bold** all words on title page and **space nicely** across the **whole** page
   - [aesthetics count for something]

2. Include a single-spaced thesis statement of a few lines at the top of the Table of Contents page.

3. Include a Table of Contents with some care, along with page numbers.

4. Compose all parts of the paper in Times New Roman 12 or Arial 11 (font style & size).

5. Pagination:
   - All pages must be numbered, except the title page
   - Number all pages consecutively
   - Put the page numbers at the top right (header), along with your last name and/or short title

6. Indent paragraphs the standard five spaces.

7. Use a justified right margin, i.e., the text should be spread evenly across the page, with no ragged ending on the right margin.

8. Include a works cited page at the very end.

9. **Merge all files into one document**, i.e., no separate files for title page, table of contents, body, works cited

10. Submit your thesis to the Honors director in **two (2) ways**:
    a) hard copy with *spiral* binding & clear plastic covers, front & back
    - **no paperclip, staple, folder, or 3-ring binder**
    b) email attachment (Word)
    - Use “Thesis final draft” in the subject line

11. Submit your thesis to the Canisius library archivist (Kathleen Delaney) in **three (3) ways**:
    [Dr. Delaney welcomes inquiries at 888-2916; her email address is delaneyk@canisius.edu]
    a) hard copy with *spiral* binding & clear plastic covers, front & back
    - **no paperclip, staple, folder, or 3-ring binder**
    b) email attachment (Word)
    c) email attachment (PDF)
To send your document in Word to Dr. Delaney, name your file as:

LastnameFirstInitialHonorsThesis.docx

i.e., SmithJHonorsThesis.docx

To send your document PDF to Dr. Delaney, follow these instructions:

Using Microsoft Office 2007, select “Save As”
Select the PDF option and name your file as follows:

LastnameFirstInitialHonorsThesis.pdf

i.e., SmithJHonorsThesis.pdf

12. Complete the library permission form

The donation form requires an original signature, so you can’t submit the form by computer

13. Bring the completed thesis to the library archives (2\textsuperscript{nd} floor), along with two separate pages:

a) Completed & signed library permission form
b) Additional copy of your title page
Guidelines for Donating Honors Theses to the Canisius Library

1. Submit your thesis to the Canisius library archivist (Kathleen Delaney) in three (3) ways: [Dr. Delaney welcomes inquiries at 888-2916; her email address is delaneyk@canisius.edu]

   (a) hard copy (no spiral binding)
   (b) mail attachment (Word)
   (c) email attachment (PDF)

To send your document in Word to Dr. Delaney, name your files:

   LastnameFirstinitialHonorsThesis.docx
   SmithJHonorsThesis.docx

To send your document in PDF to Dr. Delaney, follow these instructions:

   Using Microsoft Office 2010, select “Save & Send”
   Select the PDF/XPS option and name your file as follows:
   LastnameFirstinitialHonorsThesis.pdf
   SmithJHonorsThesis.pdf

1. Complete the library permission form

   The donation form requires an original signature, so you can’t submit the form by computer.

2. Bring the completed thesis to the library archives (2nd floor), along with two separate pages:
   (a) completed & signed library permission form
   (b) additional copy of your title page
The Canisius College Archives and Special Collections has embarked on a project to digitize all of the All College Honors theses written in partial fulfillment of completion of the program. The student must, as a condition of the program, provide one paper copy and one electronic copy (PDF or PDF-A), to Canisius College Archives & Special Collections; completed signature pages in paper format are to accompany the paper thesis. A copy of the title page should accompany the completed digitization permission.

Canisius College Archives & Special Collections will not require express permission of the students to publish their thesis electronically for the use of the Library’s basic constituency: students, staff, faculty, staff of Canisius College, students, faculty, and staff members of the Western New York Library Resources Council, and walk-in patrons.

Student agreement:

I hereby certify that, if appropriate, I have obtained and attached hereto a written permission statement from the owner(s) of each third party copyrighted matter to be included in my thesis or project report, allowing distribution as specified below. I certify that the version I submitted is the same as that approved by my advisory committee.

I hereby grant to Canisius College Archives & Special Collections, the non-exclusive license to archives and make accessible, under the conditions specified below, my thesis or project report, in whole or in part in all forms of media, now or hereafter known. I retain all other ownership rights to copyright of the thesis or project report. I also retain the right to use in future works (such as articles or books) all or part of this thesis or project report.

Please check the level of digital access that you grant Canisius College Archives & Special Collections

____ Access by Library’s basic constituency: students, staff, faculty, staff of Canisius College, students, faculty, and staff members of the Western New York Library Resources Council, and walk-in patrons.

____ Worldwide distribution via the Internet

I hereby agree to the statement above and the indicated level of access to the digital reproduction of my thesis. I understand that I might want to discuss this with my thesis advisor.

Name (printed)__________________________________ Email:________________________________

Signature:____________________________________ Date:________________________
Student must complete this information in full with submission to Archives. For each section listed below, please note the page number on which the section begins.

Please ensure every page is numbered, and that either your last name or part of the title of the paper is included in the header/footer.

Brief Abstract of Thesis: *n.b. Please do not repeat the title. This is a description that will allow us to properly catalog the thesis so researchers can access it.*

Table of Contents:

Key words (up to six):

Maps/Graphs/Photos (how many/list.):

Works Cited:

Appendix/ices: (how many/list)

Check that you have sent your thesis Archives in both of these formats. We cannot accept it on deposit otherwise.

___ PDF

___ Microsoft (note version)

Thesis Advisor (s)

Date of Submission

Signature

Canisius College Class Year

This is an irrevocable gift, and shall be used by the College Archives to further goals of the department as appropriately deemed by the College Archivist/or Director of the Library at their discretion.
Sample Library Record

**Author**  
Sullivan, Agnes Teresa.

**Title**  
An analysis of the program of the Catholic academies of Buffalo/ by Agnes Teresa Sullivan.

**LOCATION**  
Spec. Coll. Thesis

**CALL NO.**  
XThL 14

**STATUS**  
LIB USE ONLY

**Details**

**Publisher**  
[Buffalo, N.Y.], 1948.

**Descript**  
iv, 72 leaves: ill.; 29 cm.

**Note**  
Appendix B includes a printed commencement program from each of the eight academies.

"A thesis exploration..."

Includes works cited: leaves 51-53.

**Subject**  
Catholic academies -- Buffalo (N.Y.) -- History.

Canisius College -- Research.
Villa Maria Academy
St. Mary's Seminary
Nardin Academy
Mount Saint Mary Academy.
Mount St. Joseph Academy.
Mount Mercy Academy.
Holy Angels Academy.
Buffalo Academy of the Sacred Heart.
HONORS THESIS DEFENSE

Rationale
The very nature of an honors thesis requires an oral defense, which challenges students to explain or justify their semester-long findings.

Participants (minimum of five)
1. Thesis student
2. Thesis adviser
3. Second reader (should attend if at all possible)
4. Honors director and/or his/her representative, and/or Honors Advisory Committee member (if available)
5. Other Honors thesis student(s)

Other Possible Attendees
Non-thesis faculty, other Honors students, friends, family members
   The thesis student is strongly encouraged to invite other Honors students to attend his/her thesis defense, and is required to attend at least one other thesis defense given that week

Requirements/Procedure
1. Late in a given semester, the Honors director will set aside an Honors thesis week for the presentation of all thesis defenses. Within that week, the Honors director will make known what timeslots can be reserved through “Doodle” by Honors thesis students, not the thesis adviser.

2. The Honors thesis student decides on a time for his/her defense, AFTER checking with his/her adviser and 2nd reader. Using “Doodle,” the Honors thesis student reserves one timeslot for his/her thesis defense, which will be announced by email to the entire Honors thesis student cohort.

3. The Honors director will arrange for a room for each defense.
   Ideally, several thesis defenses scheduled on the same day will take place in the same room.

4. Preferably at least a week before the defense, but no later than Friday, November 14th, the student will submit a copy of his/her thesis to the thesis adviser, 2nd reader, Honors director, and any other Honors Program representative listed for that timeslot.

5. The thesis defense will start promptly on the hour, and may last as long as 45 minutes.

6. The student delivers a 15-20 minute summary of his/her thesis. The time limit must be strictly observed. One of the panelists will signal the student when his/her presentation has a minute left. If the student’s remarks last longer than 20 minutes, the thesis adviser or Honors Program representative must stop the formal presentation.

7. The student responds to up to a half hour of questions/comments from the thesis adviser and 2nd reader, and, possibly, from the Honors director, and other attendees.
8. The thesis adviser and 2\textsuperscript{nd} reader complete and return a thesis defense rubric to the Honors director, indicating how the thesis student performed.
   The thesis defense rubric will be delivered by email to the thesis advisers and 2\textsuperscript{nd} readers.

\textbf{Attendance}

The thesis student must take attendance and send the signup sheet to the Honors director.

\textbf{Evaluation}

The thesis adviser will complete the requisite Honors thesis defense rubric and submit it to the Honors director within a week of the defense. Students will receive a half-grade bonus for an “excellent” performance or a half-grade penalty for a “poor” performance, which will be determined by the thesis adviser and Honors director. Students who do not defend their thesis will not receive credit for HON 451 and therefore not graduate with All-College Honors distinction.

\textbf{Timetable (action to be completed by/during specified dates)}

\begin{itemize}
  \item **W April 1** The thesis student reserves a timeslot online for the Honors thesis defense
  \item **F April 17** The student submits his/her thesis to the thesis adviser, second reader, and Honors director, and other designated faculty
  \textit{(Ideally, students will circulate their thesis drafts a few days before this deadline)}
  \item **April 20-24** Thesis defenses take place on various days & times on campus
  \textit{(exceptions to this week must be requested from the Honors director)}
  \item **F May 1** The thesis adviser returns the completed thesis defense form to the Honors director (Dr. Bruce Dierenfield) at dierenfb@canisius.edu (preferably) or by campus mail, indicating that the thesis defense took place and offering a brief comment on how it went
\end{itemize}
TIPS for THESIS DEFENSE

Preparation

*Do NOT assume that your audience is familiar with your thesis*

Practice your thesis defense several times, so that you feel comfortable presenting it WITHOUT reading your paper or looking constantly at a screened image.

Rehearse by yourself, in front of a mirror, in front of friends, then rehearse again

Focus on argument, methodology, findings/conclusions

i.e., make the most important points in your limited timeframe

Attend other Honors thesis defenses to see what is effective (and what’s not)

The thesis defense schedule will be circulated to all Honors students and thesis advisers

Brainstorm: anticipate questions and write out & then rehearse your answers to them

Visit your thesis defense room at least 24 hours in advance to become familiar with its design and any technology you may wish to use

you should test the technology and even have a run-through of your thesis

The use of technology is required, but you should have a backup plan in case there is a glitch

Handouts can be an effective form of presentation

Send a copy of your thesis (in paper draft form) with consecutive page numbers to all panelists (i.e., thesis adviser, second reader, Honors director), preferably a week prior to your scheduled defense, but no later than the date that the full draft is due

Just Prior to the Defense

Dress appropriately

Arrive 10 minutes early to the thesis defense room

Bring a paper copy of your thesis to the defense

Come equipped, e.g., handouts, flash-drives, and so on

During the Defense

Strictly limit your presentation to 20 minutes

a panelist will alert you when you have a minute left, so start wrapping up your remarks

Begin your defense by looking directly at and talking to the audience

Memorize the first words of your presentation

*Do not simply start reading from the beginning of your thesis and stop when you’re out of time*

Early on, mention these elements:

(a) your argument, (b) your methodology, (c) your intellectual contribution

Do not read Power-Point slides because the audience can read the screen too

Do not use acronyms or abbreviations, unless explained when first mentioned

Answer questions directly

Do not look to your supervisor for help

Maintain your emotional equilibrium, regardless of the pressure you feel, the time constraints of the defense session, or the kinds of questions you are asked

*preparation & practice are the best ways to remain calm*
## All-College Honors Thesis Defense (S2014)

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Room</th>
<th>STUDENT</th>
<th>FACULTY ADVISER</th>
<th>2nd READER</th>
<th>HONORS PROGRAM Representative</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 4/28</td>
<td>10 am</td>
<td>LY 313</td>
<td>Kaitlyn Buehmann</td>
<td>Paola Fajardo</td>
<td>Fernanda Astiz</td>
<td>Bruce Dierenfield</td>
</tr>
<tr>
<td>M 4/28</td>
<td>12 pm</td>
<td>OM 220</td>
<td>Aidan Ryan</td>
<td>Mick Cochrane</td>
<td>Bob Butler</td>
<td>Becky Krawiec</td>
</tr>
<tr>
<td>M 4/28</td>
<td>1 pm</td>
<td>OM 108</td>
<td>Megan Chaves</td>
<td>Larry Lichtenstein</td>
<td>Ron Reiber</td>
<td>Becky Krawiec</td>
</tr>
<tr>
<td>M 4/28</td>
<td>2 pm</td>
<td>OM 108</td>
<td>Mary Floyd</td>
<td>Rene De La Pedraja</td>
<td>Todd Ligas</td>
<td>Bruce Dierenfield</td>
</tr>
<tr>
<td>M 4/28</td>
<td>2 pm</td>
<td>OM 104</td>
<td>Emalie Herberger</td>
<td>Bob Butler</td>
<td>Janet McNally</td>
<td>OPEN</td>
</tr>
<tr>
<td>M 4/28</td>
<td>3 pm</td>
<td>OM 108</td>
<td>Emma Holbrook</td>
<td>Dietrich Kuhlmann</td>
<td>Kevin Hardwick</td>
<td>Bruce Dierenfield</td>
</tr>
<tr>
<td>M 4/28</td>
<td>3 pm</td>
<td>OM 110</td>
<td>Brendan Pacella</td>
<td>Rene De La Pedraja</td>
<td>Emma Bojinova</td>
<td>OPEN</td>
</tr>
<tr>
<td>T 4/29</td>
<td>1 pm</td>
<td>OM 220</td>
<td>Sara Hoffmann</td>
<td>Sarah Evans</td>
<td>Andrew Stewart</td>
<td>Bruce Dierenfield</td>
</tr>
<tr>
<td>T 4/29</td>
<td>3 pm</td>
<td>OM 201</td>
<td>Shannon Wood</td>
<td>Chris Kinsey</td>
<td>Terry Bisson</td>
<td>Bruce Dierenfield</td>
</tr>
<tr>
<td>T 4/29</td>
<td>4 pm</td>
<td>OM 201</td>
<td>Stephen Grimm</td>
<td>Emma Bojinova</td>
<td>Steven Gattuso</td>
<td>Bruce Dierenfield</td>
</tr>
<tr>
<td>T 4/29</td>
<td>4 pm</td>
<td>OM 204</td>
<td>Dylan Knopfke</td>
<td>Rick Wall</td>
<td>Steven Gattuso</td>
<td>Philip Reed</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>(time conflict)</td>
<td>Bruce Dierenfield</td>
</tr>
<tr>
<td>W 4/30</td>
<td>10 am</td>
<td>OM 201</td>
<td>David Goodwin</td>
<td>Barbara Irwin</td>
<td>Robert Kaiser</td>
<td>Bruce Dierenfield</td>
</tr>
<tr>
<td>W 4/30</td>
<td>11 am</td>
<td>OM 225</td>
<td>Haley Heiser</td>
<td>Mark Yim</td>
<td>Paul Sauer</td>
<td>Bruce Dierenfield</td>
</tr>
<tr>
<td>W 4/30</td>
<td>12 pm</td>
<td>OM 220</td>
<td>Beth Anne Jasen</td>
<td>Corinne Kindzierski</td>
<td>Jill Whalen</td>
<td>Becky Krawiec</td>
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<tr>
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<td>1 pm</td>
<td>OM 201</td>
<td>Erin Frost</td>
<td>Susan Putnam</td>
<td>Neva Sanders</td>
<td>Becky Krawiec</td>
</tr>
<tr>
<td>W 4/30</td>
<td>2 pm</td>
<td>OM 225</td>
<td>Nicole Gangloff</td>
<td>Bob Butler</td>
<td>Mick Cochrane</td>
<td>Bruce Dierenfield</td>
</tr>
<tr>
<td>W 4/30</td>
<td>3 pm</td>
<td>OM 225</td>
<td>Kaitlyn Victor</td>
<td>Elizabeth Hogan</td>
<td>Ed Kisailus</td>
<td>Bruce Dierenfield</td>
</tr>
<tr>
<td>W 4/30</td>
<td>4 pm</td>
<td>OM 210</td>
<td>Tom Makin</td>
<td>Susan Aronica</td>
<td>Ann Wright</td>
<td>Fr. Pat Lynch</td>
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<tr>
<td>R 5/1</td>
<td>11 am</td>
<td>OM 220</td>
<td>Bridget Sendziak</td>
<td>Mark Hodin</td>
<td>Amy Wolf</td>
<td>Rene De La Pedraja</td>
</tr>
<tr>
<td>R 5/1</td>
<td>12 pm</td>
<td>OM 220</td>
<td>Deanna Bowers</td>
<td>Kathleen Contrino</td>
<td>Kate Dierenfield</td>
<td>Rene De La Pedraja</td>
</tr>
<tr>
<td>R 5/1</td>
<td>3 pm</td>
<td>OM 204</td>
<td>Mike Anczok</td>
<td>Patricia Johnson</td>
<td>James Goldstein</td>
<td>Fr. Pat Lynch</td>
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<tr>
<td>Room</td>
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<td>Room</td>
<td>First Name</td>
<td>Last Names</td>
<td>First Name</td>
<td>Last Names</td>
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<td>R 5/1</td>
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<td>Josh Little</td>
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<td>R 5/1</td>
<td>4 pm</td>
<td>OM 104</td>
<td>Hayley Carns</td>
<td>Jennifer Lodi-Smith</td>
<td>Ann Wright</td>
<td>Fr. Pat Lynch</td>
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<td>R 5/1</td>
<td>4 pm</td>
<td>OM 204</td>
<td>Matt Mullin</td>
<td>Richard Reitsma</td>
<td>Margaret Stefanski</td>
<td>Rene De La Pedraja</td>
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<tr>
<td>R 5/1</td>
<td>4 pm</td>
<td>OM 108</td>
<td>Anna Schena</td>
<td>Sherry Kermis</td>
<td>Chris Lee</td>
<td>Bruce Dierenfield</td>
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<tr>
<td>F 5/2</td>
<td>11 am</td>
<td>OM 225</td>
<td>Sam Hansen</td>
<td>Bob Butler</td>
<td>Richard Reitsma</td>
<td>Bruce Dierenfield</td>
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<tr>
<td>F 5/2</td>
<td>3 pm</td>
<td>OM 225</td>
<td>Sam Stahl</td>
<td>Mick Cochrane</td>
<td>Bob Butler</td>
<td>Bruce Dierenfield</td>
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<tr>
<td>F 5/2</td>
<td>4 pm</td>
<td>OM 220</td>
<td>Kevin Burton</td>
<td>Lisa Morey</td>
<td>Gokal Das</td>
<td>Bruce Dierenfield</td>
</tr>
</tbody>
</table>
## Thesis Students & Thesis Topics

<table>
<thead>
<tr>
<th>#</th>
<th>STUDENT</th>
<th>THESIS TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Alsalahi, Ammar</td>
<td>Hepatitis C: The Silent Epidemic</td>
</tr>
<tr>
<td>2</td>
<td>Andriatch, Kelsey</td>
<td>The Newspaper Industry Avoiding Destruction at All Costs: A Consequence of Technology</td>
</tr>
<tr>
<td>3</td>
<td>Arnott, George</td>
<td>Snakes and Culture: A Brief Tale</td>
</tr>
<tr>
<td>4</td>
<td>Beck, Jonathan</td>
<td>Taking Up Arms: Militant Democracy in the Future of Europe Debate</td>
</tr>
<tr>
<td>5</td>
<td>Cheney, Kevin</td>
<td>Defining the Entrepreneur: Risk-Taking, Innovation, Self-Efficacy &amp; Internal Locus of Control, and Passion</td>
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<tr>
<td>6</td>
<td>Cicatello, Tara</td>
<td>White Racial Identity in the United States and the Spectrum of Color that Surrounds It: A Look at Racial Identities and their Influence on White Perspective</td>
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<tr>
<td>7</td>
<td>Cochran, Michael</td>
<td>Fractal Analysis Applied to the Precarious Nature of the Financial Markets</td>
</tr>
<tr>
<td>8</td>
<td>DiStasio, Matthew</td>
<td>The Priest and the MILF: The Unity of Cultural Resistance Against Globalization in the Philippines</td>
</tr>
<tr>
<td>9</td>
<td>Eppolito, Christopher</td>
<td>On Metric Spaces Induced by Graphs</td>
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<tr>
<td>10</td>
<td>Giancarlo, Danielle</td>
<td>The Strategy of Winning in Business and Baseball: Lessons Learned from Moneyball and the Effectiveness of the Balanced Scorecard</td>
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<td>11</td>
<td>Kolber, Jennifer</td>
<td>Theme Park Wars: Why The Universal Orlando Resort Fails to Adequately Compete with the Walt Disney World Resort</td>
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<td>12</td>
<td>LaDue, Chase</td>
<td>The (Male) Elephant in the Room: How a Better Understanding of Musth will Help Determine the Future of Elephants in Captivity</td>
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<tr>
<td>13</td>
<td>Modica, Joseph</td>
<td>Stomping Grounds: Obesity and Its Roots in American Capitalism and Society</td>
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<tr>
<td>14</td>
<td>Molfetta, Gina</td>
<td>Student Achievement in Charter Schools: Do Charter School Students Out-Perform Their Traditional Public School Counterparts?</td>
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<tr>
<td>15</td>
<td>Murray, Molly</td>
<td>Viewing Shakespeare’s Lady Macbeth through the Lens of Neuroticism: A Literary Psychobiography</td>
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<td>16</td>
<td>Ostroff, Zachary</td>
<td>The True Cost of Tipping the Scale: The Obesity Epidemic and its Impact on U.S Health Care Costs and Labor Productivity</td>
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<tr>
<td>17</td>
<td>Puscheck, Micah</td>
<td>Risk and Return: An Analysis of the Investor Through the Great Recession</td>
</tr>
<tr>
<td>18</td>
<td>Rudin, AnnMarie</td>
<td>Crossing Checkpoint Charlie: Homosexual and Transgender Narratives through Heteronormative Germany</td>
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<tr>
<td>19</td>
<td>Santiago, Sean</td>
<td>Do No Harm: Assessing the Value and Prospects of American Interventionism in Foreign Conflicts</td>
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<tr>
<td>21</td>
<td>Sirko, Stefan</td>
<td>Olmsted’s Delaware Park in Buffalo, New York: A Deviation from Olmstedian Purpose and Principles?</td>
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<tr>
<td>22</td>
<td>Stephens, Shannon</td>
<td>Agents and Pawns: Family and Intergovernmental Relations in the Cuban Five Case</td>
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<tr>
<td>No.</td>
<td>Authors</td>
<td>Title</td>
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<tr>
<td>23</td>
<td>Urban, Sarah</td>
<td>Municipal Bond Risk Ratings: An Analysis of the Determinants and Changes</td>
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<tr>
<td>24</td>
<td>Veronica, Nicholas</td>
<td>Effectiveness of ObamaCare: Will the Affordable Care Act be successful?</td>
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<tr>
<td>25</td>
<td>Wang, Xiaoran</td>
<td>Live Free or Die . . . or Move: An Analysis of the Free State Project—Its Motives, Objectives, and Chances of Success</td>
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<td>27</td>
<td>Zicari, Alice</td>
<td>The Philippines and the Forgotten Truth: The Importance of Truth Commissions for the Creation of a Democratic Society</td>
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</table>
**CANISIUS ALL-COLLEGE HONORS**

**Thesis Defense Rubric**

<table>
<thead>
<tr>
<th>Thesis Student</th>
<th>Panelist</th>
<th>Date</th>
</tr>
</thead>
</table>

(To be completed by each panelist and returned to Bruce Dierenfield, the Honors director.)

**Attribute for ORAL Defense**

<table>
<thead>
<tr>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Poorly organized</td>
<td>□ Clearly organized</td>
<td>□ Well organized</td>
</tr>
<tr>
<td>□ Poor presentation</td>
<td>□ Clear presentation</td>
<td>□ Excellent presentation</td>
</tr>
<tr>
<td>□ Reads all or much of thesis</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overall quality of presentation**

| □ Gaps in presentation | □ Good command of subject matter |
| □ Poor critical thinking skills | □ Adequate critical thinking skills |
| □ Unacceptable presentation | □ Acceptable presentation |

**Overall breadth of knowledge**

| □ Unable or struggles to respond | □ Responds capably |
| □ Ineptly presents arguments | □ Well organized arguments |
| □ Lacks knowledge of subject area | □ Good command of subject area |

**Quality of response to questions**

| □ Responds capably | □ Responds proficiently |
| □ Well organized arguments | □ Skillfully presented arguments |
| □ Comprehensive command of subject material | □ Exceptional command of subject matter |

**TECHNOLOGY**

<table>
<thead>
<tr>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Unable to use computer technology effectively or at all</td>
<td>□ Uses computer technology effectively</td>
<td>□ Uses computer technology effectively and imaginatively</td>
</tr>
</tbody>
</table>

**OVERALL thesis defense assessment**

| □ Does not meet expectations | □ Meets expectations | □ Exceeds expectations |

**Confidential Comments:**

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**Thesis Grades**
Final grades for Honors theses must reflect the standards of the Honors Program and will be determined by three readers:
(a) the faculty adviser  (b) the second reader  (c) the director of the Honors Program

**Grading criteria for thesis** (descending order of importance)
a. *The frequency and quality of meetings with your faculty adviser*
b. The thoroughness of the paper’s research
c. The persuasiveness of the evidence used to support the thesis argument
d. The accuracy, clarity, and fluency with which the thesis is composed
e. The quality of work handed in throughout the semester to the adviser and director
f. Attendance at Honors group meetings

It obviously takes a great deal of effort to complete the thesis, but hard work alone does not guarantee an “A” grade. While the faculty adviser should certainly consider the amount of work that went into the thesis under review, in the final analysis, all three readers will judge the final draft on its own terms, i.e., how good the thesis is in its conception and execution.

**Oral Defense**
An exceptional performance in defending one’s Honors thesis publicly will merit a half-grade bonus, while an ineffectual one will incur a half-grade penalty. Satisfactory performances will not affect the final grade for the thesis.

**Penalties**
* Students who do not meet with their adviser at least four (4) times during the thesis semester will receive an “F” in HON 451 and be ineligible to graduate with All-College Honors distinction.
* Students who do not attend thesis group meetings will be penalized a full letter grade.
* Theses that do not meet or exceed the minimum length of 35 pages of text (10,000 words)—does not include the title page, table of contents, thesis abstract, photographs/illustrations/diagrams/statistical tables, notation, or works cited—will be penalized at least two full letter grades.
* Theses that are submitted after the manuscript is due will be penalized a full letter grade, unless there are extenuating circumstances, such as debilitating illness, bodily injury, serious family problems, and the like. The decision as to what constitutes such circumstances rests with the faculty adviser and the Honors director.
* Students whose theses are found to have been plagiarized will receive “F’s” and will be dismissed from the Honors Program.
* Students who read their theses aloud during thesis defense week will be penalized a full letter grade.
If the faculty adviser and the second reader of an Honors thesis do not submit written grade reports and recommended grades to the Honors director, that thesis will be given an incomplete until such reports are received. Thesis advisers and second readers must also submit an Honors thesis rubric, which is designed to assess the Honors Program as a whole.

Any student whose thesis receives an “F” will be ineligible to graduate with All-College Honors.

Incompletes
Thesis incompletes may be assigned in cases when (a) students present documented evidence of serious illness, injury, or family emergency or (b) faculty members are (temporarily) unable to complete thesis advisement. When such conditions exist, a reasonable period will be granted to complete the thesis:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall semester</td>
<td>March 1</td>
</tr>
<tr>
<td>Spring semester</td>
<td>August 1</td>
</tr>
<tr>
<td>Summer</td>
<td>October 1</td>
</tr>
</tbody>
</table>

An incomplete for a thesis written in the spring semester means that the student in question cannot graduate with All-College Honors that semester and may not be able to graduate at all.
# CANISIUS ALL-COLLEGE HONORS THESIS RUBRIC
(used for Honors Program assessment, not individual thesis grading)

**Student:**

**Thesis Adviser:**

**Date:**

---

## Intended Goal

*The student demonstrates four (4) advanced learning skills, as measured by eleven (11) scores.*

[Use the number system below and do not substitute one of your own, i.e., do not use .5 or 1.5.]

*(There are only two possible scores for “integrity”—0 or 1)*

<table>
<thead>
<tr>
<th>Skills</th>
<th>Fails Standards</th>
<th>Meets Standards</th>
<th>Exceeds Standards</th>
<th>Score</th>
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<tbody>
<tr>
<td></td>
<td>0 pts.</td>
<td>1 pt.</td>
<td>2 pts.</td>
<td></td>
</tr>
</tbody>
</table>

### ACADEMIC MATURITY

<table>
<thead>
<tr>
<th>1A Seldom or Never takes lead in research and writing; needs continual guidance from advisor</th>
<th>Sometimes takes the lead in research and writing; may need occasional guidance from advisor</th>
<th>Usually takes the lead in research and writing; does not wait for prompting from advisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1B Resists constructive criticism from adviser</td>
<td>Usually listens to constructive criticism and incorporates some of adviser’s suggestions</td>
<td>Readily embraces constructive criticism and adopts most of adviser’s suggestions</td>
</tr>
<tr>
<td>1C Seldom or Never meets deadlines</td>
<td>Usually meets deadlines</td>
<td>Invariably meets deadlines</td>
</tr>
</tbody>
</table>

### CRITICAL THINKING

<table>
<thead>
<tr>
<th>2A Unable to identify salient arguments pertinent to the thesis</th>
<th>Usually identifies salient arguments pertinent to the thesis</th>
<th>Consistently identifies salient arguments pertinent to the thesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>2B Gathers little or no specific, relevant, and credible evidence from a variety of reliable sources</td>
<td>Gathers considerable specific, relevant, and credible evidence from a variety of reliable sources</td>
<td>Gathers massive specific, relevant, and credible evidence from a variety of reliable sources</td>
</tr>
<tr>
<td>2C Seldom or Never draws warranted conclusions and/or makes unsubstantiated claims</td>
<td>Usually draws warranted conclusions from appropriate evidence</td>
<td>Consistently draws warranted conclusions based on clear, careful reasoning and supported by appropriate evidence</td>
</tr>
<tr>
<td>2D Never generates new ideas; simply collects and repeats information</td>
<td>Occasionally generates new ideas about topic; synthesizes what has been learned through research</td>
<td>Frequently generates new ideas about topic; goes beyond synthesizing what has been learned through research</td>
</tr>
</tbody>
</table>

### WRITING CONVENTIONS

<table>
<thead>
<tr>
<th>3A Writing style is convoluted and seriously flawed</th>
<th>Writing style is generally clear and fluent</th>
<th>Writing style is crystal clear, even elegant</th>
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</thead>
<tbody>
<tr>
<td>3B Pervasive errors in spelling, punctuation, grammar, and formatting distract greatly from the paper’s content</td>
<td>Sporadic errors in spelling, punctuation, grammar, and formatting do not generally distract from the paper’s content</td>
<td>Hardly any errors in spelling, punctuation, grammar, and formatting</td>
</tr>
<tr>
<td>3C Employs little, inappropriate, or no documentation for the topic</td>
<td>Employs appropriate documentation style for the topic</td>
<td>Employs detailed and appropriate documentation style for the topic</td>
</tr>
</tbody>
</table>

### INTEGRITY

<table>
<thead>
<tr>
<th>4A Is careless or deceptive in presenting evidence, by suppressing, distorting, or inventing material; claims credit for material created by others</th>
<th>Unfailingly presents evidence in a fair manner; scrupulously acknowledges the sources of all borrowed material</th>
</tr>
</thead>
</table>

**TOTAL (add the 11 scores)**

---

**SCORING SCALE:**

- Plagiarism (0 pts.)
- Fails Standards (0-6 pts.)
- Meets Standards (7-13 pts.)
- Exceeds Standards (14-21 pts.)
## CANISIUS ALL-COLLEGE HONORS THESIS RUBRIC
(used for Honors Program assessment, not individual thesis grading)

### Intended Goal
The student demonstrates two (2) advanced learning skills.

*Use number system below and do not substitute one of your own.
  i.e., do not use .5 or 1.5. + do not write in shaded areas*

<table>
<thead>
<tr>
<th>Skills</th>
<th>Fails Standards</th>
<th>Meets Standards</th>
<th>Exceeds Standards</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 pts.</td>
<td>1 pt.</td>
<td>2 pts.</td>
<td></td>
</tr>
</tbody>
</table>

### CRITICAL THINKING

<table>
<thead>
<tr>
<th>1A</th>
<th>Unable to identify salient arguments pertinent to the thesis</th>
<th>Usually identifies salient arguments pertinent to the thesis</th>
<th>Consistently identifies salient arguments pertinent to the thesis</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>1B</th>
<th>Gathers <strong>LITTLE</strong> or <strong>NO</strong> specific, relevant, and credible evidence from a variety of reliable sources</th>
<th>Gathers <strong>CONSIDERABLE</strong> specific, relevant, and credible evidence from a variety of reliable sources</th>
<th>Gathers <strong>MASSIVE</strong> specific, relevant, and credible evidence from a variety of reliable sources</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>1C</th>
<th>Seldom or <strong>NEVER</strong> draws warranted conclusions and/or makes unsubstantiated claims</th>
<th>Usually draws warranted conclusions from appropriate evidence</th>
<th>Consistently draws warranted conclusions based on clear, careful reasoning and supported by appropriate evidence</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>1D</th>
<th><strong>NEVER</strong> generates new ideas; simply collects and repeats information</th>
<th><strong>OCCASIONALLY</strong> generates new ideas about topic; synthesizes what has been learned through research</th>
<th><strong>FREQUENTLY</strong> generates new ideas about topic; goes beyond synthesizing what has been learned through research</th>
</tr>
</thead>
</table>

### WRITING CONVENTIONS

<table>
<thead>
<tr>
<th>2A</th>
<th>Writing style is <strong>CONVOLUTED</strong> and <strong>SERIOUSLY FLAWED</strong></th>
<th>Writing style is generally clear and <strong>FLUENT</strong></th>
<th>Writing style is crystal clear, even <strong>ELEGANT</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2B</th>
<th><strong>PERVERSIVE</strong> errors in spelling, punctuation, grammar, and formatting distract greatly from the paper’s content</th>
<th><strong>SPORADIC</strong> errors in spelling, punctuation, grammar, and formatting do not generally distract from the paper’s content</th>
<th><strong>HARDLY ANY</strong> errors in spelling, punctuation, grammar, and formatting</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2C</th>
<th>Employs <strong>LITTLE</strong>, <strong>INAPPROPRIATE</strong>, or <strong>NO</strong> documentation for the topic</th>
<th>Employs <strong>APPROPRIATE</strong> documentation style for the topic</th>
<th>Employs <strong>DETAILED AND APPROPRIATE</strong> documentation style for the topic</th>
</tr>
</thead>
</table>

**TOTAL** (add the 7 scores)

SCORING SCALE: Plagiarism (0 pts.)  Fails Standards (0-3 pts.)  Meets Standards (4-9 pts.)  Exceeds Standards (10-14 pts.)
Ignatian Scholarship Day

*April 17, 2015*

Students completing their theses in the fall semester are strongly encouraged to present their research to the entire college community during Ignatian Scholarship Day, which will be held in the spring semester. This is a kind of science fair for all Canisius students who participate, what some other Honors Programs call an “Honors Day” or “Celebration of Scholarship.” At that time, students, including Honors students, may prepare a free-standing exhibit, a Power-Point presentation, a continuous video loop, a miniature lab experiment, or something else to demonstrate some of what they have learned. Perhaps the most common manner of presentation for Honors students will be to condense one’s thesis to fifteen minutes, followed by a five-minute question-and-answer session.

Ignatian Scholarship Day will serve as an indication of how successful the Honors Program has been in guiding its students from structured freshman classes to the thesis, a demanding intellectual achievement completed largely independently, albeit with the guidance of a faculty member.

There is no grade for this presentation.