



## Honors Program Thesis Reader Expectations

As an Honors Program Thesis Reader, your role is to provide valuable feedback and support to students as they progress through their Honors thesis over the course of two semesters (as the student is enrolled in HONR 450 and then HONR 451). Your input will help shape the student's research, offering a fresh perspective and additional expertise beyond that of the student's primary Thesis Advisor, who has additional duties including weekly meetings with the student and more frequent feedback expectations. The following expectations outline your responsibilities in this role:

- ❖ Proposal Presentation Participation
  - At the beginning of the student's HONR 450 term, you will attend the proposal presentation. This is an opportunity for you to engage with the student's initial ideas, ask questions, offer feedback, and suggest possible directions for their thesis. Your insights at this stage can help refine the research focus and methodology.
  
- ❖ Draft Review and Feedback
  - Toward the end of the student's HONR 450 term, you will review a draft of the student's work. The exact specifics of this draft, including the amount and focus of the writing included, will be determined by the student and their Thesis Advisor, possibly during the proposal presentation. However, you are welcome to provide suggestions on which aspects of the thesis the student should focus on during the HONR 450 term. After reviewing the draft, you will send the student constructive feedback, focusing on areas such as structure, argument development, clarity, and any other relevant aspects in addition to making any new recommendations of additional research or work the student should explore. Your feedback should help the student refine their work and prepare for subsequent stages of the thesis.
  
- ❖ End of Semester Presentation Participation
  - Toward the end of the HONR 450 term, the student will present an update on their thesis, discussing progress, changes, and the timeline for completing the thesis in the HONR 451 term. This presentation offers another chance for you to provide feedback, ask questions, and suggest new directions if needed.
  
- ❖ Final Thesis Review and Evaluation

- Toward the end of the HONR 451 semester, you will review the full written thesis. It is crucial to provide the student with timely and constructive feedback to help them polish their final submission.
  - Once the student has submitted their final draft to you, you will be required to complete a grading rubric assessing the quality of the final thesis. This rubric should be returned to the Honors Program prior to the specified deadline. The Honors Program Director will send you instructions for your assessment at the time these drafts are due but are welcome to consult the appropriate rubric on the [Honors Program Faculty Resources website](#) at any time during the process (select either the Traditional-Research Based, Creative, or Applied Project rubric based on the type of thesis your student is working on).
- ❖ Optional Participation in Oral Presentation
- While you are invited to attend the student's oral presentation of their thesis at the end of the HONR 451 term, your attendance is not mandatory. If you choose to attend and wish to assess the presentation (and therefore have some say in this aspect of the student's grade), you may do so using the provided Oral Presentation rubric (also found on the [Honors Program Faculty Resources website](#)), although this is not a requirement of Thesis Readers.
- ❖ Additional Involvement (Optional)
- You are welcome to take a more active role in the thesis process if you and the student agree. This could include attending regular meetings, offering more frequent feedback, or being more involved in other aspects of the thesis. However, this is entirely up to you and the arrangement you come to with the student.
- ❖ Support and Encouragement
- While your involvement may be less frequent than that of the Thesis Advisor, your role is still vital. Encourage the student to take ownership of their project while providing the necessary guidance to help them succeed.
- ❖ Communication
- Keep clear and open lines of communication with the student regarding your expectations, their progress, and any concerns that may arise. If any significant issues occur that require further attention, do not hesitate to inform the Honors Program or the student's primary Thesis Advisor.