

**DePaul University  
Honors Program**

**SENIOR THESIS  
PACKET**

# INTRODUCTION TO THE HONORS SENIOR THESIS 2025-2026

*Research is formalized curiosity. It is poking and prying with a purpose.*

Zora Neale Hurston

*My Honors Senior Thesis became the writing sample and cornerstone of all my applications. It was by a wide margin the most important thing I did as an undergraduate, and perhaps the singular reason for my graduate school admissions successes.*

Adam Syvertsen, Class of 2016  
Ph.D. in English, Northwestern University, 2024  
English Instructor, Northwestern University and DePaul Honors Program

*Working with Sam on this project was very rewarding, indeed.  
Chatting with Sam about Derrida was honestly one of the highlights of my quarter.*

Sean Kirkland, PhD  
Associate Professor, Philosophy  
Thesis Director

## Honors Senior Thesis Information

The Honors Senior Thesis offers students an opportunity to reflect on and synthesize their years of education at DePaul by designing a meaningful project that they develop and complete independent of a classroom structure. The thesis project requires extensive and original research that the student conducts under the guidance of a full-time faculty member.

Thesis students receive 4 credits for HON 395, which fulfills the Honors Senior Requirement. A grade of C- or higher is required to pass the Honors Thesis.

### **The Honors Thesis requires a non-credit preparation quarter:**

- In the first – or *pre-thesis* – quarter, you will **prepare for your thesis:**
  - Determine your topic and thesis type.
  - Locate a thesis director and a faculty reader.
    - **Note:** Students must confer with their thesis director and faculty reader *before* composing the Thesis Proposal.
  - Begin preliminary research; locate and evaluate sources.
  - Compose a Thesis Proposal according to the proposal guidelines (p. 5).
  - Submit the Thesis Proposal through the online portal: [go.depaul.edu/honorsthesis](http://go.depaul.edu/honorsthesis).
  
- In the second – or *thesis completion* – quarter, you will **finish your thesis:**
  - Meet regularly with your thesis director
  - Research – Read – Draft – Write – Create!
  - Submit a near-finished draft to your thesis faculty for revision suggestions.
  - Revise.
  - Submit your completed thesis to your thesis director, faculty reader, and the Honors Program.
    - The specific deadline for submitting your thesis is determined in consultation with your thesis faculty. Your faculty requires enough time to evaluate the thesis before quarter grades are due.
  
- Once completed, you will present your thesis at the Honors Student Research Conference (spring quarter).

**HONORS  
THESIS  
PROPOSAL  
INSTRUCTIONS**

## **2025-2026 HONORS SENIOR THESIS PROPOSAL**

To initiate the online thesis proposal process, prepare your thesis materials as outlined below and put the following link into your browser: [go.depaul.edu/honorsthesis](http://go.depaul.edu/honorsthesis).

### **The Honors Thesis Proposal consists of the following materials:**

- **Thesis Faculty** – The names and email addresses of the two faculty members who have agreed to work with you on the project.
  - **Please use only the professor’s standard DePaul email address** (e.g. kmikos@depaul.edu.) If the professor uses a non-DePaul email address, or an email address not in the standard DePaul format (e.g., keith.mikos@depaul.edu), the system will not work.
- **Thesis Abstract** – a 100-word summary of the proposed project. This abstract will appear in the Honors Conference Program.
- **Proposal Statement** – an essay of at least 750 words that includes:
  - A title for the thesis project
  - A clear definition of the thesis topic
  - An explanation of how you will explore this topic through research or a combination of research and creative work
  - Your goals for the project
  - Thoughtful evidence for the importance of the proposed thesis
  - A clear description of what the finished thesis project will consist of
- **Annotated Bibliography**
  - List a minimum of three important sources that you plan to draw on in your thesis and indicate whether the source is a primary or secondary source.
    - Secondary sources should be peer-reviewed and scholarly; non-scholarly sources (e.g., blogs, general websites, popular news articles, etc.) may be used to supplement your research but do not count towards the minimum. Sources should be appropriately cited using a citation style standard to the relevant discipline (e.g., MLA, APA, Chicago).
  - Provide a 250-word (minimum) annotation for each source. The annotation should briefly describe the main idea or argument given and explain how you intend to incorporate this material into your thesis.
  - List a minimum of three additional sources that you plan to consult during the quarter in which your research and writing is completed (annotations not required)

### **Deadlines for submitting Thesis Proposal:**

- **June 1** – for a thesis to be completed by the end of Autumn Quarter
- **November 4** – for a thesis to be completed by the end of Winter Quarter
- To request an extension for a proposal, contact Dr. Keith Mikos (kmikos@depaul.edu).

**NOTE: You will NOT register yourself for HON 395.** Once the Honors Director approves your thesis proposal, you will be enrolled in HON 395: Honors Senior Thesis. Enrolling in this course makes it possible for you to receive course credit for your project, and for your thesis director to assign your grade.

## **Are You the Right Student for an Honors Senior Thesis?**

Do you have a strong academic record?

Do you like to take initiative? Work independently? Follow where your curiosity leads?

Do you have an idea for a project that will immerse you in a field of interest?

Are you thinking about graduate school?

Do you want to contribute to your field of study?

If your answer to any of these questions is YES, then you are a good candidate for a thesis!

### **Advantages of Completing an Honors Thesis:**

- A thesis project is a transformative experience that allows you to pursue your academic and creative interests with independence and initiative.
- You will become an expert on your thesis topic while contributing to your field of study.
- You will develop a strong and important relationship with your thesis faculty.
- A thesis project provides significant preparation for graduate school.
- Honors alumni have published their thesis work in peer-reviewed journals, used the writing for successful graduate school applications, impressed prospective employers in job interviews, presented their thesis at international conferences, and earned Fulbright scholarships. Yes, we have that data!
- Your thesis will be an important addition to your resume and portfolio, identifying you as a student who went beyond expectations to define and own your education in a truly distinctive way!

### **Choosing a Topic**

**Consider the following:**

What inspires you?

What troubles you?

What makes you curious?

What do you love to think about?

What do you want to know?

What paper did you most enjoy writing?

What project would you love to design?

Copies of past thesis projects are available in the Honors Program's digital archive. Email Dr. Mikos at [kmikos@depaul.edu](mailto:kmikos@depaul.edu) if you wish to view sample thesis projects.

## Types of Honors Thesis Projects

The Honors Program accepts three different types of thesis projects. The precise parameters for each type of thesis project should be defined in consultation with the thesis director.

### Conventional Research Paper

This type of thesis builds on existing scholarly research and includes the student's own critical interpretations of that research. This work differs from a regular classroom paper in terms of its rigor, complexity, depth and reach, while engaging a broad theme of interdisciplinary interest. Requiring more than a literature review or summary of the existing scholarly research, this kind of thesis culminates in the student's own distinctive contribution to a scholarly discussion. This option can also be a math or science project. (20-40 pages)

### Artistic Work with written supplement

The creative thesis project is an artistic work such as a screenplay, novella, poetry collection, film, or piece of visual art. While the main work in this kind of thesis is produced in a medium other than standard academic writing, it is accompanied by a 10-page research essay that analyzes the work in terms of its historical, social, or cultural framework and explores the personal aesthetic choices that inform the work and the artistic tradition that it represents. Students who produce this kind of thesis will provide the Honors Program with a durable copy or image of their product.

- **PLEASE NOTE:** Students may not use any creative work for which they are already receiving credit toward their degree. For example, music performance majors may not use their senior recital, since this is a credit-bearing component of their performance degree. A film that is created for a Film and Television course cannot also serve as an thesis project. The creative thesis option is for original work created specifically for the Honors Thesis.

### Problem-Solving Project

This action-oriented paper or applied project is a problem-solving report, campaign proposal, curriculum, or assessment plan, which identifies a problem or issue and proposes a possible solution supported by researched evidence. The context and significance of the proposed action plan would need to be discussed in the thesis, either as part of the narrative or in a supplemental essay, with appropriate scholarly references included. (20-40 pages)

**IMPORTANT NOTE:** For any of these thesis types, a project from a previous course may provide inspiration for the thesis or serve as a springboard to develop your scholarly and creative endeavors. **But the thesis is required to be an original and unique project created specifically for the Honors Thesis.** Students may not submit a project created for another class or paper from a major capstone course. If the thesis draws on material submitted for another course, it must be thoroughly and substantially revised.

### **Research Is...**

- Systematic, scholarly, goal-oriented, and sustained inquiry
- Guided by a hypothesis, interpretation, conjecture, central idea, or proposition
- Aimed at the interpretation or discovery of ideas, facts, theories or frameworks
- Driven by a question or problem
- Fashioned in a methodical, cumulative, and iterative way with close attention to concepts, definitions, and the precise meaning of words
- A way of situating the researcher's ideas, interpretations, designs and findings in a broad field of study
- Analysis of connections and disconnections between the researcher's work and existing scholarship on the topic
- Identification of a clear strategy of inquiry

### **Research Is Not...**

- A literature review or an annotated bibliography that simply summarizes the work of others
- A list of facts without a clearly stated proposition or interpretive lens
- Reliant on sources that are not peer-reviewed, or materials where the identity and expertise of the author are not clearly established.

### **Interdisciplinary Research Is...**

- Examination of issues beyond the reach of one major discipline, with movement toward a new or broader context
- Communication to audiences across multiple perspectives and fields of study
- Consideration of questions that connect two or more fields
- Drawn on ideas, arguments, and theories that have emerged in multiple fields

## **Expectations for the Final Project**

Precise expectations should be worked out between the student and the thesis director during the Pre-Thesis Quarter. The following guidelines should be helpful:

A strong Honors Senior Thesis should contain these elements:

- Sound thesis statement: a well-articulated central argument or controlling idea
- Clear sense of purpose and solid explanation for the significance of the topic
- Identification of strategies for investigating claims, hypotheses, and arguments or for conveying the central idea
- Substantial support for the central idea
- Awareness of the limitations of the study
- Awareness of an array of arguments or interpretations developed by other scholars, analysts, designers and artists, and ability to situate this work within them
- Sense of focus, and ability to bring all elements of the study to bear on the central idea, and to avoid irrelevant material or digression
- Complex or nuanced thinking
- Logical, well-ordered and internally consistent argumentation
- Sources with scholarly merit and demonstration of ability to differentiate between high quality and poor quality source materials
- Balance between quotations and paraphrasing with clear differentiation between the writer's views and those presented in the source materials
- A citation format that is appropriate to the discipline, followed correctly and consistently, with complete and accurate entries on a Works Cited page

## **Project Format**

In general, a completed thesis will have the following components:

- Title Page
- Abstract (100-word summary)
- Table of Contents
- Acknowledgements (optional) to thank those who contributed to your academic and personal growth
- Body of Project (typically organized into chapters or sections)
- Endnotes or footnotes
- Works Cited Page
- Appendices

(The research addendum that accompanies a thesis based on creative work may take a different form, as defined in consultation with your thesis director.)

**WORKING  
WITH  
FACULTY**

## The Faculty Role

Two faculty members familiar with your planned area of study will assist you in the thesis process. One faculty member will serve as the Thesis Director and the other as the Faculty Reader. It is important that faculty working with thesis students be on campus during the two quarters in which students design and complete the project.

**The Thesis Director must be a Full-Time faculty member. The Faculty Reader may be full or part-time. It is NOT required that thesis faculty teach in the Honors Program.**

The Thesis Director will meet regularly with you, the frequency and topic of these meetings decided on an individual basis. The Thesis Director's role is the same as it would be for any independent study – to offer guidance, suggestions on readings, and critical responses to your written drafts. The Faculty Reader will read a “near final” draft and offer suggestions for revision.

The Thesis Director and Faculty Reader will review the finished work and confer on the final grade, which the Thesis Director will submit.

## Selecting and Approaching Prospective Thesis Faculty

This packet includes a list of faculty members from throughout the university who have worked with thesis students. If you are interested in working with Honors faculty, you can find the names, departments and email addresses of all Honors Program faculty members on the Honors website: <https://academics.depaul.edu/honors/Pages/default.aspx>

Your Thesis Packet also includes a Faculty Information sheet, which provides prospective thesis faculty with information about their role and responsibilities should they agree to take on the project.

You should schedule an appointment with your prospective Thesis Director and Faculty Reader early in your thesis preparation process, provide each with a Faculty Information sheet, as well as a sample of your recent academic or creative work and a brief written description of your proposed thesis project. These will help the faculty members determine if they will be a good fit to work with you on the project.

## **HONORS SENIOR THESIS: FACULTY INFORMATION**

Dear Faculty Member,

An Honors student is planning an Honors Senior Thesis project and has identified you as a prospective Thesis Director or Faculty Reader. Following is some basic information about the process the student will undertake as they apply for and complete the thesis project, and the faculty role in that process.

### **STUDENT THESIS PREPARATION PROCESS:**

- Line up thesis faculty
  - Provide the faculty members with a brief written description of the proposed thesis project and a sample of a recent paper, allowing 1-2 weeks for faculty decision.
  - Schedule a follow-up meeting to plan for the thesis process.
  - Submit the faculty names and DePaul emails to the online thesis proposal portal.
  - Thesis faculty will be contacted through the online portal to sign and submit a thesis faculty contract. The thesis proposal will not be accepted without faculty signatures.
- Honors staff will notify the student and faculty upon thesis proposal approval and enroll the student in HON 395 for the Thesis Completion Quarter.

### **STUDENT THESIS COMPLETION PROCESS**

- Meet regularly with the thesis director to discuss the research, review data and drafts, and plan for the final project.
- Submit “near-final” draft to the thesis director and faculty reader by Monday of week nine of the Thesis Completion Quarter to receive final comments for revision.
- Submit final copy of the thesis to the faculty on or before the first day of finals week. The thesis director can approve an extension if it will not interfere with timely grade submission.
- Complete a poster to serve as a visual representation of the thesis, detailing the process and findings of the project to present at the Honors Student Conference in May.

### **FACULTY ROLES:**

- The Thesis Director meets regularly with the student to offer guidance, suggest readings, and respond to written drafts. The director must be a full-time faculty member.
- The Faculty Reader reviews the “near-final” draft and offers revision suggestions. The Faculty Reader may be a full-time or adjunct faculty member.
  - Both faculty members read the final draft and confer on the thesis grade.
  - Both faculty members assist the student in preparing their poster and thesis presentation for the Honors Student Conference in May.
  - Both faculty members are encouraged to support the student by attending their thesis presentation at the Honors Conference, **May 29, 2026**.

### **THESIS PROJECT EVALUATION:**

- The Thesis Director, after conferring with the Faculty Reader, will submit the grade according to the university deadline for grade submission. Incomplete (R) grades should be granted only in the case of a genuine emergency or research that is ongoing at the time of the grading deadline.
- Thesis faculty may contact the Honors Program associate director to discuss any concerns about the progress of the thesis project.

Thank you for considering this request.

## **DIRECTORY OF RECENT THESIS DIRECTORS AND FACULTY READERS**

### ***ACCOUNTANCY***

Christine Gimbar, Diane Kuhlmann, Robert Ryan, Margaret Tower, Ming Zhou

### ***AFRICAN/BLACK DIASPORA STUDIES***

Xorla Ocloo, Amor Kohli

### ***AMERICAN STUDIES***

Allison McCracken, Amy Tyson

### ***ANTHROPOLOGY***

Jane Baxter, Nila-Ginger Hoffman, Morag Kersel, Larry Mayo, John Mazzeo, Julianna Perez, Rachel Scott

### ***ART, MEDIA & DESIGN***

Shiro Akiyoshi, Matthew Girson, Laura Kina, Jessica Larva, Zack Ostrowski

### ***BIOLOGICAL SCIENCES***

Windsor Agguire, Margaret Bell, Jalene LaMontagne, Dorothy Kozlowski, Carolyn Martineau, Eric Norstrom, Katherine Soderstrom

### ***CATHOLIC STUDIES***

William Cavanaugh, Karen Scott

### ***CHEMISTRY***

Caitlin Carver, Timothy French, Kyle Grice, Graham Griffin, Justin Maresh, Richard Niedziela, Ruben Parra, Quinetta Shelby, Carey Southern

### ***COMMUNICATION***

Luisela Alvaray, Daniel Bashara, Paul Booth, Jef Burnham, Christopher Bury, Samantha Close, Tim Cole, Susan Close, Blaire Davis, Bruce Evensen, Elissa Foster, Dustin Goltz, Rajul Jain, Yeuseung Kim, Marla Krause, Amy Merrick, Erik Peterson, Adriane Stoner, Barbara Willard

### ***COMMUNITY SERVICE STUDIES***

Olya Glantsman, Howard Rosing, Leonard Jason

### ***COMPUTER SCIENCE***

Lucia Dettori, Jacob Furst, Peter Hastings, Stephen Luecking, Denise Nacu, Hank Streeter, Rosalee Wolfe

### ***DESIGN***

Michael DeAnda, Nathan Matteson, Allen Turner

***DIPLOMACY***

Geoffrey Wiseman

***ECONOMICS***

Gabriella Bucci, Luke Chicoine, Animesh Ghoshal, Robert Kallen, Paul Kubik, Frank Limehouse, Michael Miller, Mohammad Mirhosseini, Thomas Mondschean, Laura Owen, Brian Phelan, William Sander, Rafael Tenorio

***EDUCATION***

Marie Donovan, Jason Goulah, Horace Hall, Rachel Harper, Kathie Kapustka, Kristen Neisler, Roxanne Owens, Sung Park-Johnson, Darrick Tovar-Murray, Christopher Worthman, Liliana Zecker

***ENGLISH***

Barrie Jean Borich, Rebecca Cameron, Jennifer Conary, Marcy Dinius, James Fairhall, Chris Solis Green, Jonathan Gross, Megan Heffernan, Rebecca Johns-Trissler, Bill Johnson-Gonzalez, Richard Jones, Paula McQuade, Michele Morano, Lucy Rinehart, Kathleen Rooney, Francesca Royster, Eric Selinger, John Shanahan, Michael Williams

***ENVIRONMENTAL SCIENCE/STUDIES***

Liam Heneghan, Christie Klimas, James Montgomery, Xorla Ocloo, Mark Potosnak, Jessica Vogt, Margaret Workman

***FILM AND TELEVISION***

Ambarien Alqadar, Meghann Artes, Rachel Bass, Devin Bell, James Choi, Brian Ferguson, Jess King, Lee Madsen, John McDonald, Martha McGee, Timothy Peternel, Matthew Quinn, Anuradha Rana, Brad Riddell, Andrew Stasiulis, Robert Steel

***FINANCE***

Lamont Black, Sanjay Deshmukh, Ali Fatemi, Lawrence Morgan

***GAME DESIGN***

Brian Schrank, Heinz Schuller, James Taylor, Allen Turner

***GEOGRAPHY***

Carolyn Breitbach, Alec Brownlow, Winifred Curran, Euan Hague, Liam Heneghan, Patrick McHaffie, Alex Papadopoulos, Maureen Sioh

***GRAPHIC DESIGN***

Amy Schwartz, Dolores Wilber, Lee Zelenak

***HEALTH SCIENCES***

Sarah Connolly, Eiron Cudaback, Jessica Jerome, Cricel Molina, Maya Steel

***HISTORY***

Gene Beiriger, Scott Bucking, Colleen Doody, Martha Gardner, Thomas Krainz, Rajit Mazumbder, Kerry Ross, Anna Schaposchnik, Warren Schultz, Lisa Sigel, Margaret Storey, Valentina Tikoff, Amy Tyson

***HISTORY OF ART & ARCHITECTURE***

Cheryl Bachand, Karen-edis Barzman, Mark Delancey, Joanna Gardner-Huggett, Lisa Mahoney, Mark Pohlad

***INTERNATIONAL STUDIES***

Kaveh Ehsani, Gil Gott, Shiera Malik, Michael McIntyre, Heidi Nast, Shailja Sharma, Jacob Stump

***IRISH STUDIES***

Mary McCain

***JOURNALISM***

Jason Martin, Judith McCray

***LATINO/LATIN AMERICAN STUDIES***

Carolina Sternberg, Lourdes Torres

***LGBTQ STUDIES***

Gary Cestaro

***MANAGEMENT***

Terri Lonier, Yvette Lopez, William Martin, Patrick Murphy

***MARKETING***

Stephen Koernig, Jacqueline Kuehl, Melissa Markley, James Mourey, Albert Muniz, Bruce Newman, Mary Vermillion

***MATHEMATICAL SCIENCES***

David Degras, Nick Ramsey, David Sher

***MEDIA CINEMA STUDIES/MEDIA and POPULAR CULTURE***

Luisela Alvaray, Blair Davis

***MODERN LANGUAGES***

Maria Beltran-Vocal, Maria Teresa Bonfatti Sabbioni, Pascale-Anne Brault, Glen Carman, Gary Cestaro, Nobuko Chikamatsu, Mark Johnston, Susana Martinez, Jessica Martino, Caterina Mongiat Farina, Anna Souchuk

***MUSIC***

Steve Balderston, Kate Brucher, Stephen Burns, William Buchman, Wagner Campos, Linda DiFiore, Cathy Elias, Christopher Jones, Sara Jones, Jacqueline Kelly-McHale, Jeffrey Kowalkowski, Michael Lewanski, Thomas Matta, Erica Neidlinger, Deborah Peot, Allen Salzenstein, Kurt Westerberg

***NEUROSCIENCE***

Sean Austin Lim, Dorothy Kozlowski, Okunola Jeyifous

***PEACE, JUSTICE, CONFLICT STUDIES***

Victoria Agunod, Monika Black, Kenneth Butigan

***PHILOSOPHY***

Andreea (Smaranda) Aldea, Tuhin Bhattacharjee, Peg Birmingham, Mike Edwards, Avery Goldman, Sean Kirkland, Richard Lee, William McNeill, Elizabeth Millan Brusslan, Michael Naas, Frederic Seyler, Kevin Thompson, Rafael Vizcaino

***PHYSICS***

Bernhard Beck-Winchatz, Eric Landahl, Jesus Pando, Anuj Sarma

***POLITICAL SCIENCE***

Clement Adibe, Molly Andolina, Kathleen Arnold, Malia Bowers, Kenneth Butigan, Ben Epstein, Scott Hibbard, Joseph Mello, Christine Rivers, Rose Spalding, Phillip Stalley, Wayne Steger, David Williams

***PSYCHOLOGY***

Julie Brosnan, Joanna Buscemi, Joselyn Carter, Burcu Degirmen, Ellen Dulaney, Joe Ferrari, Pablo Gomez, Kathryn Grant, Verena Graupmann, Leonard Jason, Michele Morgan, Yan Li, Kimberly Quinn, Christine Reyna, Bernadette Sanchez, Alexander Sikora, Alice Stuhlmacher, Susan Tran, Sandra Virtue, Jennifer Zimmerman

***PUBLIC POLICY STUDIES***

William Sampson

***RELIGIOUS STUDIES***

Laurence Edwards, Khaled Keshk, Jumana Khalifeh, Kalyani Menon, Yuki Miyamoto, Scott Paeth, Karen Scott

***SCHOOL FOR CONTINUING AND PROFESSIONAL STUDIES***

Don Opitz

***SCHOOL OF PUBLIC SERVICE***

Ken Rose

***SOCIOLOGY***

Julie Artis, Camille DeBose, Fernando DeMaio, Heather Easley, Martha Martinez-Firestone, Eulalie Laschever, John Schlichtman, Greg Scott, Jose Soltero

***SPEECH AND LANGUAGE PATHOLOGY***

Whitney Postman

***THEATRE***

Deanna Aliosius, Claudia Anderson, Chris Anthony, Coya Paz Brownrigg, Barry Brunetti, Dean Corrin, Sally Dolemba, Maggie Hofmann, Julie Ganey, Damon Kiely, Michelle Lopez-Rios, Ali-Reza Mirsajadi, Carlos Murillo, Bill O'Connor, Liz Joynt Sandberg Rachel Shteir, Sue Fenty Studham, Joanne Zielinski

***WOMEN'S & GENDER STUDIES***

Beth Catlett, Lailah Farah, Heather Montes Ireland, Ann Russo

***WRITING, RHETORIC, & DISCOURSE***

Julie Bokser, Jennifer Finstrom, Jacob Friedman, Jason Schneider

**THE**

**HONORS**

**CONFERENCE**

## Your Conference Presentations

All thesis students are required to present their Honors Thesis at the Honors Student Research Conference, held every May. The 2026 Honors Conference will be on May 29. Students who graduate early are expected to return to campus to present at the conference..

Students will present in two different exposition formats:

- **Thesis Panel Presentation:** In a small break-out setting, four thesis students with topics in similar fields will each speak about their project for 15 minutes – topic, research or creative process, and findings – to a small audience. The session is moderated by a faculty member, and presenters are free to use PowerPoint or other media to accompany their presentation. Following all the presentations the faculty moderator will oversee a question-answer session.
- **Poster Session:** Thesis students will create a poster that provides a visual representation of their thesis project. At the poster session students will stand by their poster to discuss their thesis with conference visitors. The library prints posters for free, and the Honors Program provides the easels.

All thesis students will attend a thesis rehearsal/poster workshop session in spring to prepare for their presentations.

Please see the following pages for information on poster creation. Sample posters are available to view in the Honors Office

## CREATING YOUR THESIS POSTER



You are required to complete a **thesis poster** to complement your written thesis. The poster will display your research or creative work, providing viewers with a visual representation to help them conceptualize the topic, background information, research or creative process, and findings of the thesis project. You are free to utilize a combination of text and visuals (artistic and/or quantitative graphics) to inform viewers of the results of your thesis process.

You will stand beside your poster during your assigned viewing session at the Honors Conference to discuss your thesis with conference visitors.

**Please note that students graduating in November or March are still expected to present their thesis projects at the Honors Conference in May.**

Poster-sized documents up to 48" wide and 36" high may be printed free of charge in the Richardson Library and then clipped to the poster board on the display easel.

For poster-printing instructions and requests, go to [request poster printing online](#).

**PLAN TO PRINT YOUR POSTER AT  
LEAST 1 WEEK BEFORE THE CONFERENCE.**

Instead of printing your poster, you may opt to cut and paste text and visual elements directly to your poster-sized paper.

Bring your printed, rolled poster to the Honors Conference. We will provide easels and poster clips.

**Please see the next page for poster guidelines.**

**Keep the following elements in mind as you construct your poster:**

**TITLE**→ Make sure that you place the title of your work in a prominent position on your poster. You should also include your name, the name of your thesis director, and the name of your faculty reader.

**SIMPLICITY**→ The most effective posters present information in a manner that is straightforward and brief. Rather than attempting to include your entire body of work, focus on including a series of panels which present your most relevant information.

**HEADINGS**→ In order to ensure that your poster is both concise and organized, it will be very helpful to use headings such as, “Introduction”, “The Research Question”, “Findings”, etc. These specific titles may vary, but their inclusion will enable your audience to comprehend your work more quickly and will also establish a flow within your poster.

**SIZE**→ The text and graphics on your poster should be large and bold. Because this portion of your presentation is intended to convey your work in a visual manner, it is important that your audience can see it clearly. For headings, use at least a 48-point font and for body text, use nothing less than 18-point font.

**COLOR AND CREATIVITY**→ Your poster is a place to present your findings, but it is also a place to have fun, express yourself, and attract the audience to your work. Incorporate color, detail, and plenty of varied visuals. Make sure that you are also attentive to the layout and placement of your materials. Every detail counts!

**CARE**→ Your poster represents you, your thesis faculty, and the Honors Program so remember to use care when constructing it. After you have planned and organized your work, make sure that it communicates your research and/or creative work in a lively, but also accurate manner. Feel free to ask your thesis director or faculty reader to proof your work. Because this poster is intended to reach a wide audience, it may also be helpful to ask friends and family for their input, as well.

*Please contact the Honors Office if you have any questions or ideas  
you would like to discuss about your thesis poster.  
We look forward to viewing your work at the  
Honors Student Conference*

The contract below will be sent to you for completion and signature through the online proposal process:

### 2025-2026 Honors Senior Thesis: Student Agreement and Checklist

Name of Student: _____ ID Number _____ Email Address: _____ Cell Phone Number: _____ Major: _____ Quarter/Year in which thesis will be completed: _____
Thesis Director _____ Thesis Director Department: _____ Full-time <input type="checkbox"/> Faculty Reader _____ Faculty Reader Department: _____ Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> PROPOSED TITLE OF THESIS:   
<input type="checkbox"/> I understand the requirements for the thesis project and thesis poster. <input type="checkbox"/> <b>I agree to present my thesis in panel and poster formats at the Honors Student Conference on Friday, May 29, 2026. <u>If I graduate prior to spring quarter, I will commit to return to campus for the conference presentation.</u></b> <input type="checkbox"/> I have discussed the proposed thesis project with the thesis director and faculty reader and have shown them my thesis proposal materials. <input type="checkbox"/> I have submitted a 100-word Thesis Abstract summarizing my proposed project. <input type="checkbox"/> I have submitted a 3-page Proposal Statement as described in the thesis packet. <input type="checkbox"/> I have submitted an Annotated Bibliography as described in the thesis packet. <input type="checkbox"/> I have worked with my thesis director to determine a meeting schedule. <input type="checkbox"/> I agree to submit a “near-final” draft of the thesis to the thesis director and faculty reader no later than Monday, week 9, of the Thesis Completion Quarter. <input type="checkbox"/> I agree to submit the final draft of the thesis to the thesis director and the faculty reader on or before the first day of finals during the Thesis Completion Quarter. <input type="checkbox"/> I agree to email the Honors Program ( <a href="mailto:honorsprogram@depaul.edu">honorsprogram@depaul.edu</a> ) a pdf copy of the thesis. <b>(This electronic submission to the Honors Program is REQUIRED.)</b> <input type="checkbox"/> I agree to create a thesis poster to serve as a visualization of my project for display at the Student Research Conference on May 29, 2026. <input type="checkbox"/> I give the Honors Program permission to post a PDF version of my thesis project on the Honors website for public viewing and to send it to interested Honors students.
<b>Student Signature:</b> _____ <b>Date:</b> _____

## Final Reminders

It is your responsibility to submit a “near-final” copy of the completed thesis to the Thesis Director and the Faculty Reader by Monday of the ninth week of the Thesis Completion Quarter at the latest. Following faculty recommendations, you will complete any necessary revisions and submit the final copy of the thesis to the thesis director and the faculty reader on or before the first day of finals week. If you require any additional time, please consult with your Thesis Director. They may be able to allow you a few more days to complete your work, but it is crucial that the Thesis Director and Faculty Reader have enough time to read and evaluate your project before grades are due.

**You will also submit an electronic copy of the thesis project to the Honors Program (honorsprogram@depaul.edu), with the understanding that a PDF version of the thesis project will be available for future students to read.**

The Thesis Director will confer with the Faculty Reader before assigning the final grade. Ultimate responsibility for determining the thesis grade rests with the Thesis Director.

For additional information please email Dr. Mikos at kmikos@depaul.edu or schedule an appointment with Dr. Mikos through OneDePaul to discuss your thesis plans.

Enjoy the process of conceptualizing, creating, and presenting an Honors Thesis!