



## HONORS THESIS GUIDELINES

### Nature of the Honors Thesis

The Honors Thesis is an original piece of student scholarship and/or creative activity, and it is the student's culminating academic achievement at FGCU. Working with a faculty committee, students produce a scholarly and/or creative product appropriate for their discipline in terms of length, formatting, and other guidelines, as well as conforming to the scope and rigor of the Honors College. The Honors Thesis demonstrates students have the skills, knowledge, and maturity to contribute to their academic field. There is no required length for the Honors Thesis; however, the final thesis should, at minimum, have the scope, quality, and scale of a year-long scholarly and/or creative project worth three hours of academic credit.

Even though there is no required length for the Honors Thesis, as a rule of thumb, we recommend the following:

- A thesis in the humanities, which tends to be heavily based on textual analysis, should be a minimum of 20 pages long.
- A thesis in the social sciences, which tends to rely heavily on quantitative analysis, should run at least 17 pages.
- A thesis in the natural and/or mathematical sciences, which tends to include graphs, charts, and/or other visuals that demonstrate the scale and scope of the laboratory work or field observations, should be at least 14 pages.
- A creative research thesis, which tends to include a research-based critical component that contextualizes the student's work within the discipline and analyzes the creative process, should contain at least 7 pages of written text.

From our experience, virtually all FGCU Honors Theses easily exceed the relevant thesis-length minimums.

When possible, students are welcome and encouraged to work with their department so that the Honors Thesis also satisfies their major's capstone/senior project requirement. This is not possible for all majors, but many departments will accept the Honors Thesis as the required capstone/senior project.

An Honors Thesis can be an individual or a team-based project. For team-based projects, each member should have a roughly equal division of labor, with each member producing roughly the same amount of work as in an individual thesis. A group thesis will be, therefore, significantly more comprehensive and complex than an individual thesis, since each member of the group is contributing thesis-level work to the overall project. For team-based theses, the individual responsibilities and outcomes for each member must be clearly defined and approved by the thesis advisory committee in advance.

As stated above, the Honors Thesis can be based on creative projects, such as theater, dance, and musical performances; literary pieces (poems, short stories, etc.); musical compositions (songs, film scores, etc.); and works of visual arts or alternative media. In fact, this is welcome and encouraged. Creative theses should reflect a similar level of time, effort, skill, and rigor as appropriate for their discipline. Creative theses must include a substantial reflective, analytical component where the student contextualizes his or her work within the discipline and critically examines the creative process.

Students choosing to complete the Honors Thesis will be required to complete coursework and other expectations outlined below. In order to receive a grade for the course IDH 4975 - Honors Thesis (3 credits), students must successfully complete an open defense of their project.

### **Why Complete an Honors Thesis?**

Below are a few reasons for completing an Honors Thesis:

- *More Fun Than a Class:* Completing an Honors Thesis can be more fun than a regular class because you get to choose what topics you delve into and be more creative. The topics you choose do not have to be closely aligned with your major. Whatever topics you choose, however, you must have not only strong interest in them but also sufficient academic background knowledge of them.
- *Boost Your Résumé:* Your application for graduate school, prestigious scholarships, and job opportunities will be more competitive if you've published an Honors Thesis.
- *Faculty Mentoring:* The faculty members you work with on your Honors Thesis will be better able to give you positive recommendations in the future.
- *Documented Research:* In addition to your thesis title being listed on your transcript, you will also receive a bound, printed copy of your Honors Thesis.
- *Potential Capstone Projects:* This is not possible for all majors, but a number of programs will accept the Honors Thesis as a required capstone or senior project. (Furthermore, assuming that your Honors Thesis topic is closely aligned with your major, the Honors College will count your thesis as three hours of academic credit toward the required nine credit hours of upper-level major courses if you pursue either the Honors Scholars curriculum or the Honors in the Major curriculum.)
- *Personal Recognitions:* Students who complete an Honors Thesis will be recognized at both the Honors Graduation Celebration and the Annual Honors Awards Ceremony. They get to wear a special Honors Thesis graduation stole.

Completing an Honors Thesis thus has many benefits. Often taken to be indicative of academic excellence, as mentioned, it enhances your chance for success when you apply for the following:

- Graduate and professional schools.
- Prestigious scholarships and fellowships.
- Competitive grants and awards.
- Jobs and internships.
- Conference presentations, performances, exhibitions, and publications.

Graduate schools generally expect students to engage in independent and original work; indeed, many graduate schools require writing samples as part of the application and a good Honors Thesis may serve as a good writing sample. Because the Honors Thesis offers students a first taste of this kind of work, they can help students decide if they want to go to graduate school. Additionally, the completion of an Honors Thesis serves as evidence of one's ability to ask and answer complex questions, contextualize thoughts and ideas within the broader discipline, and work independently—all skills that graduate and professional schools, prestigious scholarship and fellowship selection committees, and a wide range of employers look for. The Honors Thesis thus offers students the opportunity to gain real-world experience and some of the skills necessary for their future careers.

### **Beginning the Honors Thesis**

Honors students interested in completing an Honors Thesis must select an appropriate discipline-specific faculty Thesis Mentor who will mentor the Honors student throughout his/her entire project. The student and the Thesis Mentor should begin with a pre-proposal meeting. As a result of the meeting, the Honors Thesis Proposal form must be completed and submitted to the Honors College (see *Appendix A*). Attach to the Honors Thesis Proposal form a brief (one-page, double-spaced, standard-margined, typewritten in size-12 font) description of the proposed project. The description must include a clear indication of focus, direction and intent of inquiry, and articulate the central research question(s) to be addressed by the project. The Mentor will be the first and main reader of the thesis proposal. The Thesis Mentor must be a full-time faculty member at FGCU.

### **Honors Thesis Committee**

The Honors Thesis Committee consists of two committee members that will support the Honors Thesis process: a faculty member from the student's discipline (Thesis Mentor) and a faculty representative from the Honors College (Honors Representative).

#### *Responsibilities of Honors Thesis Mentor*

- Ensure regular meetings between student and mentor.
- Establish specific benchmarks and deadlines for progress of thesis.
- Advise and support the student in the development, implementation, and completion of the Honors Thesis, including reading and commenting on multiple drafts of the project.

- Chair the student's Honors Thesis defense session and serve as an examiner.
- Assign a letter grade—as well as the designation *Fail*, *Pass*, or *Pass with Distinction*—to the thesis following the completion of the project.

#### *Compensation for Honors Thesis Mentor*

Because of the detail and time associated with the Thesis Mentor's work with the Honors student, the Mentor will receive either a taxable stipend of \$500 or \$500 in professional development funding from the Honors College. The latter is funding the Mentor can use to attend a conference, purchase professional materials, and the like. The Mentor would have one calendar year from the completion of the Honors Thesis to use these funds. In the event that an Honors Thesis is mentored by more than one faculty member, the \$500 will be evenly distributed between or among the faculty members involved.

#### *Responsibilities of the Honors Representative*

- Ensure the Thesis meets Honors College standards.
- Provide guidance to the Honors Thesis Committee regarding the Honors College's thesis guidelines and procedures.
- Participate in the student's Thesis defense by serving as an examiner.
- Provide feedback on the final product.

### **Finding a Thesis Mentor**

Your Thesis Mentor will play a major role in your Thesis process. He or she will help you develop a research or creative plan and an enhanced understanding of the problems and methods in your field. Your mentor will provide direction as you search for relevant literature, assist you in the process of limiting the scope of your project to something manageable, and provide careful and critical insight on your work throughout the Thesis process. Because project advisors typically know a great deal about how their students work and think, they tend to be good people to ask for letters of recommendation.

The Honors College recommends that you select a Thesis Mentor from the faculty within your major. It is important to note that your project advisor does not have to be your academic advisor. You should read online faculty profiles and look at the courses faculty members in your department teach. Talk with professors you have had in the past. What are their research and teaching interests? While you most likely will not find someone with your exact interests, it is important to find a faculty member with similar interests. Schedule appointments with faculty members who might be a match. Ask them more about their work and see how they respond to your ideas.

### **Timeline for Honors Thesis**

The Honors College will begin informing the Honors students about Honors Theses on a regular basis, beginning with freshman orientation, and through informational e-mails sent to the students from the Honors College.

When registering for General Education classes, students are encouraged to take classes based on their interest in the thesis topic.

If applicable, Honors students will also work on a Researcher Skill Chart with the Thesis Mentor from the beginning through to the end of the Thesis process to facilitate self-reflection.

In general, Honors students should follow the below timeline as a helpful tool:

SEMESTER/YEAR	ACTIVITY
Four semesters before graduation	The student will declare his/her interest, select a topic, and select an Honors Thesis Mentor.
Three semesters before graduation (e.g., April of junior year)	Student will prepare a proposal/prospectus (see <i>Appendix A</i> ). The Honors Thesis Mentor will approve the topic, the process of the thesis development, and the timeline. A formal Letter of Intent will be submitted to the Director of the Honors College.
Two semesters of senior year	<p>The student will work on the development of the project/thesis and submit the work by the following deadlines during his/her last semester of senior year:</p> <ul style="list-style-type: none"> <li>• For spring graduates: March 15.</li> <li>• For fall graduates: October 15.</li> </ul>
Last semester of senior year	<p>The student will present the showcase or oral defense to demonstrate the project and to obtain feedback. In order for the oral defense to be scheduled, the Honors Thesis Oral Defense form must be completed and submitted to the Honors College by the following deadlines (see <i>Appendix B</i>):</p> <ul style="list-style-type: none"> <li>• For spring graduates: March 31.</li> <li>• For fall graduates: October 31.</li> </ul> <p>Oral defenses shall be on a day or days designated in April for spring graduates, and a day or days designated in November for fall graduates. This will be announced by the Honors College via university-wide e-mail.</p>

While the above timeline serves as a helpful tool, we strongly urge Honors students to take the Honors Thesis Option and begin and complete their Honors Theses as soon as possible, especially students majoring in Education, Nursing, and Occupational Therapy, who, thanks to their demanding clinical courses and schedules during their senior year, may find it challenging to begin and complete their Honors Theses in their last year in college. Completing an Honors Thesis as soon as possible also yields many other benefits because, as mentioned above, it evidences your academic excellence and thus enhances your chance for success when you apply for graduate and professional schools; prestigious scholarships and fellowships; competitive grants and awards; jobs and internships; and conference presentations, performances, exhibitions, and publications.

## Honors Thesis Defense

The Honors Thesis is both a presentation (led by the student) and an oral examination (led by the Thesis Committee) that last approximately an hour. In order for the oral examination to be scheduled, the Honors Thesis Oral Defense form must be completed and submitted to the Honors College (see *Appendix B*). The oral examination is open to the public, and students are encouraged to invite fellow classmates, friends, and family members to attend. Each discipline takes a slightly different approach; therefore, it is important to talk with your Thesis Mentor and the Honors Representative about their expectations. Generally, students are asked to give an overview of their work, articulating the main concepts and thesis and outlining the main line of argument in support of the thesis (keep in mind that the committee will have already read, seen, and/or listened to your work). In some disciplines, students will be expected to give a presentation with visual aids. In other disciplines, students will be asked to talk about their choice of topic, the research experience, and/or summarize their conclusions. In all cases, students should expect to field questions. Your committee will often ask challenging questions that force you to defend your conclusions or creative choices and connect your own work to the work of others in your field.

## Final Product

Submission deadline is the last day of the final exam period of the semester for which the student registers for IDH 4975: Honors Thesis. The final product must be in full compliance with the guidelines set forth in “Research, Writing, Formatting, and Submission Guidelines” (see *Appendix C*).

Specifically, your Honors Thesis must have the proper format:

1. Formatted in Microsoft Word.
2. Double-spaced throughout, including footnotes/endnotes and the Works Cited/Bibliography section.
3. Standard-margined—i.e., 1 inch all around, the default margins for Microsoft Word.
4. Typewritten in Times New Roman size-12 font.
5. Page-numbered consecutively.
6. Possessed of proper citations.
7. Possessed of an abstract and a list of keywords.
8. Ordered in the following manner:
  - a. Title Page (see sample in *Appendix C*)
  - b. Approval Page (see sample in *Appendix C*)
  - c. Abstract and Keywords (see sample in *Appendix C*)
  - d. Table of Contents
  - e. List of Figures (if any)
  - f. List of Illustrations (if any)
  - g. List of Tables (if any)
  - h. Acknowledgments Page

- i. The Thesis Writing Proper
- j. Works Cited or Bibliography Page
- k. Appendices (if any)

The documentation style can be whatever is appropriate to the author's primary discipline or approach (APA, MLA, Chicago, Harvard, etc.). All Honors Theses must include an abstract of 200-250 words and a list of 4-5 keywords. There are no minimum or maximum length requirements; the length should be dictated by the topic and its most effective presentation. Even though there is no required length for the Honors Thesis, as a rule of thumb, we recommend certain lengths for certain kinds of Honors Thesis. For details, see page 1 of the Honors Thesis Guidelines.

### **Honors Thesis Evaluation**

Honors Thesis students will be evaluated for their coursework at the end of the semester. They each will receive a letter grade (A, A-, B+, B, F, or I), as well as the designation *Fail*, *Pass*, or *Pass with Distinction*. Factors that determine the letter grade and qualitative designation include, but are not limited to, motivation, persistence, responsibility of the student, oral defense, and, most importantly, the final written or creative project. The final written or creative project should weigh most heavily, typically at least 50 percent of the student's overall final letter grade and qualitative designation.

In general, no grade between B- and D- will be assigned, and F corresponds to *Fail*, any grade between A and B corresponds to *Pass*, and A+ (if FGCU's grading system were to include a grade of A+) corresponds to *Pass with Distinction*. Since FGCU's grading system doesn't include a grade of A+, the designation of an Honors Thesis as *Pass with Distinction* should be rare. We endorse, therefore, the following characterization of *Pass with Distinction* by the Honors College of Washington State University:

*Pass with Distinction* is granted only to those students whose performance is superior in all ... areas [initiative, self-direction, quality and originality of the topic, the research, the writing, and the oral defense] and whose final thesis product essentially is flawless.

Factors to consider for a *Pass with Distinction* evaluation include:

- The student showed extraordinary initiative and originality during the project.
- The student's performance on the oral exam was outstanding.
- The thesis is convincingly written in language representative of its academic context.
- The thesis is publishable or is to be presented at a regional, national, or international conference.
- The thesis is comparable to competent graduate work at the MA or MS level.

For more details about WSU's "Honors Thesis Evaluation Guidelines," visit [https://s3.wp.wsu.edu/uploads/sites/60/2015/08/Thesis\\_Evaluation\\_Guidelines2016.pdf](https://s3.wp.wsu.edu/uploads/sites/60/2015/08/Thesis_Evaluation_Guidelines2016.pdf).

While the designation *Pass with Distinction* does not appear on the Honors Thesis student's transcript, the rarity of such designation means that it is a tremendous official distinction and something that the student should place on their CV or résumé. Such designation if granted will appear on the official bound copy of the student's Honors Thesis and the FGCU Honors College will vouch for the student if necessary.

### **FGCU Institutional Digital Repository**

Any students who would like to have their Honors Theses archived and available for viewing in the FGCU Institutional Digital Repository can do so on its home page (<https://fgcu.digital.flvc.org/institutionalrepository>) with a few easy clicks. All you have to do is hit the "Submit Work" button at the bottom of the list and then select the "Honors Theses Submission" button on the next page. That will take you to the Honors Thesis Submission Form (<https://fgcu.libwizard.com/f/honorsthesis>). From there, the individual student will fill out some basic information and upload a PDF of the approved, dated, and signed version of their thesis. Dr. Minh Nguyen, Thesis Coordinator of the Honors College, will share such an official version of the thesis with the student at an appropriate time.

Please note that if you intend to submit your thesis to various scholarly journals to get it published, the fact that the thesis is published online through the FGCU Institutional Digital Repository can affect which journals will accept your submission, because it would have already been published online. If you don't want to, therefore, you don't have to have your Honors Thesis archived and available for viewing in the FGCU Institutional Digital Repository. It's an option, not a requirement, and the Honors College will respect whatever decision you make in this area. In order to make an informed decision regarding whether to archive your work in this manner or not, please discuss this matter with your mentors.

### **Alternative Way to Satisfy the Honors Thesis Option**

The Honors Thesis is typically a substantial scholarly or creative research paper as outlined above. Alternatively, we may accept peer-reviewed publications—especially those of which the students are the first authors—as satisfying the Honors Thesis Option. Since the Honors Thesis includes an oral defense component, students approved for this alternative process are still expected to hold an oral thesis defense on the subject of their published article. In order for the student to be eligible for this option, the project must meet the following criteria:

- The article must be single-authored, or the student must be the first author of the manuscript that has been formally accepted for publication.
- In order to prepare for and hold an oral defense, the manuscript must be accepted by a faculty/professional-level peer-reviewed journal (not a student journal) at least 30 days prior to the student's date of graduation. Faculty Thesis Mentor or faculty who supervises the student's published research must confirm in writing that the publishing journal meets reasonable standards of quality and selectivity within the relevant academic discipline. In addition, the Honors College must receive a copy of the formal

acceptance email/letter from the journal's editor in order for the student to be eligible for this alternative policy.

- After the Honors College receives a copy of the formal acceptance email/letter, the student will also be responsible for (1) submitting a copy of the accepted manuscript to the Honors College so it can be bound and placed in the Honors College Library, and (2) submitting a copy of the issue of the journal in which the manuscript is published (this will likely occur sometime after the student's graduation, in which case, the issue of the journal can be mailed to the Honors College). The accepted manuscript must follow all writing and formatting guidelines (e.g., title page, abstract and keywords, table of contents, acknowledgments, bibliography, etc.).
- In cases where (1) the manuscript is accepted at least one semester before the student's graduation date, and (2) the bulk of the research resulting in the publication was *not* part of a credit-bearing course, then the Honors College will consider enrolling the student in the Honors Thesis course so the student may earn three honors credits.

To secure approval from the Honors College, contact Dr. Minh Nguyen at [atnguyen@fgcu.edu](mailto:atnguyen@fgcu.edu).

(Appendix A)



# HONORS THESIS

# PROPOSAL FORM

<b>Student's Name:</b>		<b>UIN:</b>	
<b>Student's Major:</b>		<b>Student's Minor:</b>	
<b>Thesis Mentor's Name:</b>		<b>Department:</b>	
		<b>College:</b>	

**Expected Semester of Thesis Submission and Presentation** (*Semester/Year*): \_\_\_\_\_

**Additional Student(s)** (*if Thesis is a group project*):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Format of Thesis:**

Paper          Performance with Reflection Paper          Other: \_\_\_\_\_

**Preliminary Title of Thesis/Scholarly/Creative Project:**

\_\_\_\_\_

*Attach to the Honors Thesis Proposal form a brief (one-page, double-spaced, standard-margined, typewritten in size-12 font) description of the proposed project. The description must include a clear indication of focus, direction and intent of inquiry, and articulate the central research question(s) to be addressed by the project.*

This Proposal has been discussed and approved by the Committee.

I understand that this Honors Thesis must be completed according to the Thesis Guidelines set forth herein.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Thesis Mentor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Honors College

\_\_\_\_\_  
Date

(Appendix B)



# HONORS THESIS

# ORAL DEFENSE FORM

**DEADLINES:** In order for the oral defense to be scheduled, the Honors Thesis Oral Defense form must be completed and submitted to the Honors College by the following dates:

- For spring graduates: March 31.
- For fall graduates: October 31.

<b>Student's Name:</b>		<b>UIN:</b>	
<b>Student's Major:</b>		<b>Student's Minor:</b>	
<b>Thesis Mentor's Name:</b>		<b>Department:</b>	
		<b>College:</b>	

## SECTION A: To Be Completed by Student

I, \_\_\_\_\_, would like to orally defend my Honors Thesis.  
(Student's Name)

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

## SECTION B: To Be Completed by Thesis Mentor

I, \_\_\_\_\_, verify that \_\_\_\_\_  
(Thesis Mentor's Name) (Student's Name)

will have been ready to orally defend his/her Honors Thesis by the designated date.

\_\_\_\_\_  
Thesis Mentor's Signature

\_\_\_\_\_  
Date

(Appendix C)



## RESEARCH, WRITING, FORMATTING, AND SUBMISSION GUIDELINES

**Acknowledgments:** The following is partially adapted from “Style Sheet for *JNCHC* and *HIP*,” “*JNCHC* and *HIP* Guidelines for Abstracts and Keywords,” and “*JNCHC* Editorial Policy Submission Guidelines.” *The Journal of the National Collegiate Honors Council (JNCHC)* is a refereed semi-annual periodical publishing scholarly articles stressing research in and on honors education. An annual journal publishing practical and descriptive essays, including descriptions of successful honors courses, suggestions for out-of-class experiences, and administrative issues, *Honors in Practice (HIP)* accommodates NCHC members’ need and desire for articles about nuts-and-bolts issues, innovative practices in individual honors programs, and other honors topics of concern to the membership.

### Research Compliance: Is Your Study Legal and Ethical?

The FGCU Institutional Review Board (IRB) reviews all research activities involving human subjects. The IRB ensures that the rights, safety, and welfare of human subjects are protected as mandated by the appropriate federal regulations, state statutes, and university guidelines. Research with human subjects may not be conducted prior to receiving IRB approval. For IRB guidelines, forms, and submission of applications, visit <https://www.fgcu.edu/academics/research/regulatorycompliancecommittees#IRB>.

The FGCU Institutional Animal Care and Use Committee (IACUC) reviews all research projects that involve the use of or possible impact on animals to ensure compliance with the appropriate federal regulations, state statutes, and university guidelines. The IACUC review ensures that the use of animals is justified and any animal pain or suffering is minimized. Applications are accepted at any time by ORGS on behalf of the committee. For IACUC guidelines, forms, and submission of applications, visit <https://www.fgcu.edu/academics/research/regulatorycompliancecommittees#IACUC>.

### The Elements of Style

Your Honors Thesis should center on an idea and present arguments in favor of the central claim, not just be a description or provide information on a topic. Starting in your introduction,

you should be clear about why and how your thesis is relevant, interesting, and useful to an educated audience.

Your conclusion should explore the implications of your thesis rather than simply repeating it.

Avoid blanket assumptions that cannot be backed up with evidence and thus are often wrong. For instance, “All conspiracy theories are false,” “Local elections draw few voters,” or “Most people are unable to manage payments during the COVID-19 pandemic.”

Similarly, be wary of statements like “Little has been written about X”; chances are that a lot has been written about it, and you are obliged to have done that research.

Avoid constructions like “This paper will present research on Y” or “We intend to show that Z.” Go ahead and make statements about your topic.

Avoid rhetorical questions. Make statements instead, preferably those backed up with evidence.

Avoid redundancy. Repetition for emphasis is unnecessary if you make your point well the first time.

Use active voice whenever possible. “We found that” is better than “It was found that.”

Avoid starting a sentence with a phrase like “There is” or “It is.” “There is a common belief that” can and should be “A common belief is that.”

Avoid overusing italics for emphasis or scare quotes. In general, you can almost always remove them without affecting the cognitive content of your statements.

Capitalization is absurdly fraught, so avoid it whenever possible.

Generally, avoid contractions, slang, clichés, and other forms of casual writing; formality is appropriate in an Honors Thesis except in rare cases when informality is a strategic choice.

Every rule is made to be broken—but only by outstanding writers.

### **Abstracts and Keywords**

Your Honors Thesis must include an abstract of 200-250 words and a list of 4-5 keywords.

The abstract is what appears in catalogs and indexes, so it needs to be able to stand alone and to encourage as well as inform readers. Limited to a maximum of 250 words, it needs to give a clear, concise sense of your topic and its importance.

The abstract should describe:

1. the central thesis, topic, research question, problem, and/or theory being addressed;
2. the kinds of evidence used to support the thesis; in projects using data, what the data represent, where they come from, the sample size, and the research and/or statistical methods used;
3. the principal finding(s) or conclusion(s);
4. how the findings relate to the question or problem that inspired the research and why they are important.

Keywords enable readers to find a research article in databases. A maximum of 5 keywords should represent the content of an Honors Thesis in the context of the relevant discipline(s).

### **Formatting**

Your Honors Thesis must have the proper format:

1. Formatted in Microsoft Word.
2. Double-spaced throughout, including footnotes/endnotes and the Works Cited/Bibliography section.
3. Standard-margined—i.e., 1 inch all around, the default margins for Microsoft Word.
4. Typewritten in Times New Roman size-12 font.
5. Page-numbered consecutively.
6. Possessed of proper citations.
7. Possessed of an abstract and a list of keywords.
8. Ordered in the following manner:
  - a. Title Page (see sample below)
  - b. Approval Page (see sample below)
  - c. Abstract and Keywords (see sample below)
  - d. Table of Contents
  - e. List of Figures (if any)
  - f. List of Illustrations (if any)
  - g. List of Tables (if any)
  - h. Acknowledgments Page
  - i. The Thesis Writing Proper
  - j. Works Cited or Bibliography Page
  - k. Appendices (if any)

The documentation style can be whatever is appropriate to the author's primary discipline or approach (APA, MLA, Chicago, Harvard, etc.), employing internal citation to a list of references (bibliography). Whatever documentation style you adopt, make sure that you apply it to your text throughout.

As mentioned above, all Honors Theses must include an abstract of 200-250 words and a list of 4-5 keywords.

There are no minimum or maximum length requirements; the length should be dictated by the topic and its most effective presentation. Even though there is no required length for the Honors Thesis, as a rule of thumb, we recommend certain lengths for certain kinds of Honors Thesis. For details, see page 1 of the Honors Thesis Guidelines.

Formatting inquiries should be directed to Dr. Minh Nguyen at [atnguyen@fgcu.edu](mailto:atnguyen@fgcu.edu).

### **Submission**

Submission deadline is the last day of the final exam period of the semester for which the student registers for IDH 4975: Honors Thesis.

We accept the final version of your Honors Thesis by e-mail attachment in Microsoft Word (not PDF). We do not accept your Honors Thesis by fax or hard copy.

Edit your Honors Thesis for grammatical and typographical errors and for infelicities of style or presentation before submitting.

Submissions and inquiries should be directed to Dr. Minh Nguyen at [atnguyen@fgcu.edu](mailto:atnguyen@fgcu.edu).

### **Pointers**

Make sure that your Honors Thesis has the proper format as defined above.

Do not forget to cite all the sources including Internet sources. As a rule of thumb, when in doubt, cite.

Do not overuse quotes from other sources. We want to see, in your own words, how well you understand and appreciate the issue. If quotes are necessary, document them appropriately with either footnotes or endnotes.

Use footnotes and endnotes to give references and avoid elaborate footnotes and endnotes. If something is sufficiently relevant, interesting, and useful, include that in the main text. Otherwise, consider dropping it from the footnote or endnote in question.

Remember to run a spelling and grammar check. Ensure that the names of the people you discuss are correct.

Have your paper proofread and reviewed by a consultant from the Writing Center. For more information, visit <https://www.fgcu.edu/academics/caa/writingcenter/>.

Ask as many people as possible, especially experts on the central topic or research question, to read your Honors Thesis. Does your paper make any sense to them? Ask them for how to improve it.

For any crucial concept, thesis, argument, or explanation that figures in your paper, define or present it clearly, precisely, and completely. Remember that a piece of reasoning such as an argument or explanation is a series of statements, one of which is the conclusion and the remaining are the reasons for that conclusion. Consequently, one simple statement does not constitute an explicit argument or explanation.

By the end of the first paragraph, you must have stated your main thesis, the main statement that you intend to establish.

Before critiquing someone's position/argument, be sure to provide a clear, detailed, and sympathetic explanation of that person's position/argument.

Once you have carefully explained someone's position/argument, you may begin your critique. Remember that to critique a position/argument, you have to point out not only its weaknesses but also its strengths. 'Critique' and 'criticize' are not synonymous with each other.

Weaknesses include: exceptions to the theory; something that the position fails to take into consideration; the key concept is too vague or ill-defined; the thesis leads to a logical contradiction or conceptual incoherence; and the argument is circular or otherwise fallacious.

Strengths include: intuitive appeal; plausibility; consistency with what we consider to be acceptable; explanatory power; and simplicity.

Your Honors Thesis will be evaluated on the basis of clear presentation, cogent argumentation, and originality.

### **Writing Center**

The FGCU Writing Center is a valuable academic resource for every FGCU student. It offers assistance in brainstorming, drafting, revising, editing, research, and writing across the disciplines. For more information, visit <https://www.fgcu.edu/academics/caa/writingcenter/>.

**(A Sample of Title Page)**

Honors College  
Florida Gulf Coast University

Development of a Low-Budget Prosthetic Socket Weave Design

Honors Thesis  
Submitted  
In Partial Fulfillment  
Of The  
Requirements of IDH 4975  
Spring 2020

By  
John Q. Public

Faculty Mentor  
Dr. Jane Doe  
Department of Bioengineering

(A Sample of Approval Page)

This Honors Thesis is submitted in partial fulfillment of the requirements of IDH 4975

<b>Evaluation</b>	Fail	<b>Pass</b>	Pass with Distinction
<b>Date</b>		<b>May 11, 2020</b>	

*John Q. Public*

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John Q. Public

B.S. Candidate in Exercise Science

Marieb College of Health & Human Services

*Jane Doe*

---

Jane Doe, Ph.D.

Associate Professor, Department of Bioengineering

Whitaker College of Engineering

*Minh Nguyen*

---

Minh Nguyen, Ph.D.

Assistant Dean of the Honors College

Thesis Coordinator of the Honors College

*Clay Motley*

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Clay Motley, Ph.D.

Dean of the Honors College

**(A Sample of Abstract and Keywords)**

Development of a Low-Budget Prosthetic Socket Weave Design

John Q. Public

Faculty Mentor

Dr. Jane Doe

Department of Bioengineering

*Abstract:* The variety of existing socket designs all have different advantages, but there is still a need for a low-budget prosthetic socket for people who have limited access to resources or the conventional care from a professional prosthetist. This study reviews the literature of modern prosthetic socket designs and the designs that have been implemented in developing countries. Important elements identified for the novel prosthetic socket design include the ease of donning and doffing, pressure and force distribution, and use in functional activities. It will introduce new concepts in prosthetic socket design by using a weave design to aid in suspension. The suggested testing and evaluation of the prosthesis includes testing for objective data with a Qualisys motion capture system for pistoning during functional activities, and an Instron cyclic loading test to test its durability. Other measures of testing will gather subjective data. These tests will include a revised survey of the TAPES-R and Prosthetic Evaluation Questionnaire for user satisfaction. Further development and investigation of materials may come from the evaluation of the device with a person with trans-radial level amputation. This novel prosthetic device introduces ideas to provide low-budget medical supplies to under-resourced areas.

*Keywords:* low-budget, prosthetic socket, weave design, suspension system, developing countries