

**HARVARD UNIVERSITY DEPARTMENT OF ENGLISH
GUIDELINES (& SOME ADVICE) FOR SENIOR THESIS WRITERS AND ADVISORS
2020-2021**

1. IMPORTANT DATES
2. FORMAT AND CITATIONS
3. ADVICE FOR WRITERS AND ADVISORS
4. STANDARDS FOR EVALUATION
5. ORAL EXAMS, DEPARTMENTAL AND COLLEGE HONORS

This is a document for senior thesis writers and their allies. The first three parts should help thesis writers write theses; the fourth says how the thesis gets evaluated (i.e. graded), and the last part says what happens after that.

1. IMPORTANT DATES 2020-21

October 9, 2020, 4pm EDT

Annotated bibliography and optional thesis prospectus due to your advisor (critical only)

You will complete a substantial annotated bibliography to help guide your research, which will be reviewed by your advisor. They will make suggestions or direct you to other faculty who can help you fill in gaps. Depending on where you are in the conception of your thesis project, your advisor may also require that you write a prospectus. Submit these documents directly to your advisor(s).

December 8, 2020, 4pm EDT

First chapter or equivalent (about 20pp.) due to your advisor (critical & creative)

Your advisor must confirm that you have turned this work in in order to submit a grade for English 99r; it will not be evaluated by others. Many thesis writers have completed a first chapter or equivalent earlier in the term; if this is the case and your advisor has read it, you need not submit another chapter at this point.

February 15, 2021, 4pm EDT

Thesis titles and format due to Lauren (creative)

Thesis titles and abstract due to Lauren (critical)

Your THESIS ABSTRACT should tell people who might want to read your thesis, or might consider reading your thesis, what you claim and what your thesis is about. It should likely contain a thesis statement, a capsule or nut version of your argument, along with a sentence or two making clear what works you address, what methods you use, what kind of argument you make, or what existing debates you expect to address (e.g. eighteenth century novels, queer theory, English-and-Classics, phenomenology, the history of poetry). It should be no more than 200 words long. Many are shorter.

March 8, 2021, 4pm EDT

Final senior thesis due (critical and creative)

Submit the final product (!) to the English Department via email; please follow the format standards described below (for a critical thesis) or whatever format standards the work requires, keeping in mind the standards below as norms (for a creative thesis). We hope to find an appropriate format to host our annual *Senior Reception*; more information will be made available closer to the date.

April 29, 30, May 3, 2021

Oral examinations scheduled for those thesis writers who might be candidates for the *summa cum laude* degree.

*Note for **JOINT CONCENTRATORS**: you must follow the deadlines and formatting/style guidelines of your primary concentration. If English is your allied concentration, please obtain the thesis deadlines and guidelines of your primary concentration and share them with Lauren Bimmler, via email.

2. FORMAT AND LENGTH

We require that all critical theses come to us in a uniform format; this format helps us treat them fairly and equally, helps us keep track of them, and might help you proofread and otherwise put the thesis into final form.

We also have a **length requirement**. Please take it seriously. **Critical** theses will normally be in the range of 12,000-15,000 words, not including appendices, footnotes, bibliography etc. If your critical thesis is nearing 20,000 words, we ask that your advisor include a brief note confirming his/her approval of the longer-than-normal length. **Critical theses longer than 20,000 words will not be accepted.**

For **creative** theses, the department requires approximately 35-50 pages for poetry, 70-100 pages for fiction and nonfiction, 60-90 pages for a play, 90-120 pages for a screenplay, and 60 script pages (comprised of either 1 one-hour pilot or 2 half-hour episodes) plus a 5-7 page treatment for TV/episodic theses. Permission of the department is required for theses that will be significantly shorter or longer than these guidelines.

You should submit **an electronic copy** of your thesis on the due date in March. Please send this to the department c/o Lauren Bimmler, lbimmler@fas.harvard.edu; we strongly prefer it in some form of Microsoft Word.

You must, of course, **document your sources properly**; you can find guides to documentation in Harvard's Handbook for Students, in the *MLA Handbook for Writers of Research Papers* and in the *Chicago Manual of Style*. Footnotes, endnotes, appendices, bibliography, etc. should consistently follow either MLA or Chicago standards. Please proofread. Don't spoil your brilliant ideas with typos.

[Note: Both MLA and Chicago exist in multiple editions that can be quite different from each other, so it is important to ask your advisor early on which edition to use, and to be aware of the distinctions when you use citation-generating tools. For more questions on citation style, contact our library liaison, Odile Harter, oharter@fas.harvard.edu.]

Please do remember that even where a source is noted, concealed quotations and extended paraphrases that read as though the ideas were your own are considered plagiarism. Discuss this issue thoroughly with your advisor and make every effort to avoid even the appearance of an undocumented borrowing.

If you wish to include an acknowledgments page—you don't need one; we don't expect one—place it at the end.

3. ADVICE FOR WRITERS AND ADVISORS

The senior thesis will be, for most of you, the longest and most ambitious critical, scholarly or creative work you have done so far; plan early, set aside time, and save your energy so as to get the most out of it.

Meet regularly with your advisor(s) throughout the fall term, as well as in early spring. If you have a graduate student advisor as well as a faculty advisor, you should meet with them both (most likely not at the same time). In general, you should meet with your advisor **at least every two weeks** throughout the fall; you will meet more frequently as the deadline approaches. Many advisors meet **every week** throughout the year. Do not let frequent meetings become a substitute for reading and writing, however; you should be able to show, at each meeting, what you've done—in research or writing—since the last one.

Write frequently and save everything. All critical thesis writers have research still to do; you'll be researching as you work—but you must not postpone writing till late in the fall, much less till “all” your research is done (it will never feel “done”). Make notes, save the notes, start drafting your preliminary ideas, and start outlining potential arguments or paragraph-length thoughts, in October at the latest. That way you'll have time to revise. Many thesis writers try to write something thesis-related every single day: at the least, you should try to find time every day to do *something* thesis-related, even if it's “only” reading a book or an article and making notes. Don't wait to feel “inspired” before sitting down to write, revise or read. Sometimes you *become inspired* only after you begin working.

Make yourself a calendar and stick to it. Create smaller, even weekly, deadlines with your advisor. What are you going to read when? When will you give up on topic A and move on to topic B, which your thesis also requires? You may find your ideas changing as you work—most writers do—but you should be able to compare your progress to a calendar anyway: **don't wait till everything's perfect.** It never will be. Remember that having a chapter drafted isn't the same as having it perfected; **leave time to revise**, and **save time late** for proofreading, and for rewriting, either to make your sentences better or to reflect changes in what you want to argue, changes in what you believe. Writing a thesis is never quite linear; arguments made in Chapter 2 can—and should—make you rethink, change or hone claims in Chapter 1. The earlier you draft your chapters, the more time you'll have to fix them if you catch mistakes, or if you change your mind.

Make sure your thesis has a thesis (if it is a critical thesis): a one-sentence argument that unifies your claims. If someone—faculty, student, reptile, amphibian—asks you “what are you writing about? what's your argument?” you should be able to answer with confidence. That argument may change as your work changes, but you should know as soon as possible—ideally, at the prospectus stage—what you expect that argument to be.

Know your fields. Within reason. If you have a topic or an author that has been studied often (Virginia Woolf, *King Lear*, etc.) figure out what the most important critical works on them are and read those works early; do not knock yourself out trying to read absolutely everything that has been written about them. If, on the other hand, you have a topic or an author that has not been studied often (sonnets about the Crimean War), you may well want to read everything about it. You might start by reading the most recent critics (do an MLA database search) and then seeing what those critics cite; you can and should also simply ask your advisor(s). You might also get used to using the Harvard Library's starting point for research in English:
<http://guides.library.harvard.edu/friendly.php?s=english&gid=4877>

Literary theory, by definition, can apply to many texts and authors; you should have a sense early on of what theorists or models or texts about literature-in-general, or texts from history,

philosophy, neurology, etc., can help you make your argument. Again, ask your advisor, and **seek other faculty advice**: we are all here to help, especially if and when your advisor cannot. The proposal and prospectus are ways for you to get that advice.

Remember your audience. Successful senior theses (critical and creative) regularly turn into published articles or books, but as long as your thesis is a thesis, it's going to be read and evaluated by professors of English at Harvard. We are conversant with well-known literary works; we may need you to introduce lesser-known authors or texts. We recognize technical terms but might appreciate explanations. A thesis on George Herbert might be evaluated by one professor who wrote a book on that poet, and by another who writes primarily about Victorian novelists. Do not take up a lot of space introducing ideas that are not yours and that we will probably regard as familiar; do, however, show that you know what they mean. Again, your advisor can help.

Choose the structure. Many critical theses have an introduction, two or three chapters, and a conclusion. Yours might, or might not. Choose the structure that fits your argument. You might have six short chapters, or none at all.

Use your friends (or make new ones); use other help (within reason). You are not the only person writing a thesis; you may not even be the only person writing a thesis in your field, in English, this year. Get beta readers; show your friends your work in progress, and use the department's opportunities to meet and get feedback from other students. Seek tutors, seniors from other departments, and other people who can keep you on track or read (small parts of) drafts. Some students organize small groups of thesis-writers to help one another keep commitments, or to answer questions; we may even have funds available to help you eat and hold meetings if you want to organize those groups.

Use our remote support teaching fellows. New this year, we have two TFs dedicated to supporting our students writing theses. Amanda Gunn [amandagunn@g.harvard.edu] will be working primarily with our creative thesis writers, and Michael Allen [michaelpatrickallen@g.harvard.edu] with our critical thesis writers. Both Amanda and Michael will offer voluntary Zoom workshops, collaborative writing hours, and other opportunities for collaboration, community, and thesis writing support.

Have fun. No, really. Nobody enjoys every part of the thesis process: it's demanding, sometimes grueling (especially if you let yourself get off-track and have to do too much writing late in the game). But it's also supposed to be fascinating, enlightening, a chance at intellectual discovery. Let us know how we can help make it so.

4. HOW WE WILL EVALUATE (GRADE) YOUR THESIS

The senior tutorial (English 99r) is graded SAT/UNSAT by your faculty thesis advisor, in fall and again in spring. Your thesis, however, will receive a Latin grade from others: once handed in, it will be assigned to two appropriate faculty readers, who will give your project a Latin grade. The highest is *summa cum laude* ("with highest praise"); below that are *magna cum laude* ("with great praise"), *cum laude* ("with praise"), and "not worthy of honors." All grades can have pluses and minuses (e.g. magna plus); there is no summa plus. If the first two readers' marks differ by more than a whole step (e.g., a *cum* and a *magna* plus, or a *magna* minus and a *summa*), a third faculty member will read and grade the thesis. You will also get comments from readers (normally a single-spaced page).

We take these grades into account when we compute your concentration GPA. Latin thesis grades correspond to the following values:

<i>Summa</i>	3.93-4.00
<i>Summa Minus</i>	3.80-3.92
<i>Magna Plus</i>	3.67-3.79
<i>Magna</i>	3.60-3.66
<i>Magna Minus</i>	3.53-3.59
<i>Cum Plus</i>	3.46-3.52
<i>Cum</i>	3.40-3.45
<i>Cum Minus</i>	3.33-3.39

Thesis comments and grades will be available in mid-April; thesis writers will be notified by e-mail when all readings are in. Copies of *magna* through *summa* level theses will be deposited in the university archives.

Thesis readers are given these guidelines:

Summa cum laude A+

Summa cum laude minus

Although a *summa* thesis need not be in publishable form in its current state, it should exhibit work of a standard that would be publishable in the field. (Some might say, rather better than the average that is publishable in most fields.) A *summa* thesis should be superbly written, it should demonstrate a firm grasp of the state of play in scholarship in the field; it should show a command of the field that extends well beyond the subject of the thesis; and its argument should be intellectually rigorous and daring.

Magna cum laude plus A to A-

Magna cum laude

Magna cum laude minus

A *magna* thesis should show the qualities of the *summa* thesis at a lower level: faultless writing, reasonably thorough coverage of scholarship; knowledge of the field beyond the subject of the thesis; and an argument that is lucid, carefully constructed, and strikingly original.

Cum laude plus B+ to B-

Cum laude

Cum laude minus

Theses at this level are respectable achievements, deserving of "praise," *laus*. Although they are at the lowest level of honors, they nevertheless exhibit work that is serious and sustained and that reflects passion for the subject. Such theses should be well written; they should show good coverage of the scholarship; they should display at least some knowledge beyond their immediate subject; and they should advance an argument that is at least interesting.

Not worthy of honors

Merely writing a thesis does not entitle a student to a *cum laude minus* grade. If a thesis is evidently written in haste, or carelessly written; if it shows little or no knowledge of relevant scholarship; if it does not display knowledge of context beyond the work it addresses; and if its argument is incoherent or trivial, it should not receive honors. The student will receive credit for the work but will not be awarded honors.

5. ORAL EXAMS; DEPARTMENTAL AND COLLEGE HONORS

At the end of the year the English Department considers all graduating concentrators and recommends those eligible for appropriate honors. These honors in your concentration (sometimes called “honors in field”) are not the same as the grades you receive on your thesis, but your thesis grades affect them.

If the Latin grades on your thesis and your concentration GPA make you eligible for a recommendation of highest honors from the concentration, you will be asked to take an **oral exam**. (You may refuse, but then you can’t graduate with highest honors in English.) To be eligible a senior must have 1) a concentration GPA of 3.80 or higher and 2) an average of thesis readings of *magna plus* or higher.

If you are taking an oral exam, we will ask you to submit, two weeks beforehand if at all possible, a **list** of the works you have read in your English classes, along with other literary works that you’d like to discuss, and a separate list of papers you have written. We will ask you about these works, about these papers, and about the connections among them; we want, not total recall, but wide knowledge of some literary fields, as well as evidence of acuity about some things that were *not* part of your thesis.

The examination is graded with the same Latin designations as the thesis and will be used by the faculty, in conjunction with the concentration GPA and thesis grades, to arrive at a final departmental degree recommendation.

In May of each year the full department faculty meets to determine departmental honors, also referred to as “honors in field.” There are four categories: no honors, honors, high honors, and highest honors. (These honors go to the student, not to the thesis.) A further purpose of this meeting is to provide recommendations to the Faculty of Arts and Sciences, which decides the level of Latin honors (*cum laude*, *magna cum laude*, and *summa cum laude*) on the basis of the student’s departmental recommendation and overall academic record.

The determination of Latin honors at the College level is limited to a percentage of the graduating class, roughly as follows: 4-5% *summa cum laude*, 15% *magna cum laude*, and 30% *cum laude*, such that the total of all three types of degrees represents slightly less than 50% of the graduating class.

New cumulative GPA cutoffs will be determined for each graduating class. For students receiving a November or a March degree, the college applies the cutoffs established for the previous May degrees. For details on this process, you should review the FAS Handbook for Students. Questions should be directed to the Registrar’s Office or to a student’s Resident Dean.

Prepared on Sept 16 2013 by Stephanie Burt and Lauren Bimmler with the assistance of the department, from an earlier version by Katherine Boutry. Minor revisions were made by Andrew Warren on August 25, 2016 and on September 1, 2017.