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Class: Monday 9:30-10:20

Course Description
This seminar style course is intended to provide guidance to undergraduate students in the Department of Community Health on all aspects of writing their undergraduate honors thesis. Specific topics to be covered will be identified by the faculty member, in collaboration with students. Topics covered will include:

- Department of Community Health thesis expectations and deadlines
- Identifying and articulating feasible and important research questions
- Literature review search and synthesis strategies
- Human subjects protection
- Framing arguments
- Proper citation and reference of the literature including use of statistical software
- Data presentation and formatting
- Managing faculty and thesis committee relationships
- Developing and delivering effective oral thesis presentations

It is also expected that students will continue to work closely with their advisor and thesis committee throughout the year to support their thesis writing and development. Students will be asked to share components of their thesis with the group throughout the semester and will also be provided with opportunities to work on components of their thesis in class. This seminar is intended as an additional venue within which to receive and provide constructive feedback and support in a supportive environment.

Course Readings
There is no required textbook for this course though the instructor will occasionally share relevant resources with students through the course website on Trunk (trunk.tufts.edu).

Assignments and Grading Policy
This course is a seminar class and is not graded. Students will receive a grade and honors designation for their thesis. This grade will determined solely by their committee.

Student Expectations
Students will be asked to develop components of their thesis in this course. It is to your advantage to meet the deadlines for these components outlined by the seminar instructor in order to make incremental progress on your thesis. In addition, I encourage you to attend class and engage in classroom discussions.
**Student Accessibility Services**
Tufts is committed to providing support and equal access for all students so that they may fully realize their academic potential. If you need academic accommodations because of a disability, please contact the instructor early in the semester so that your learning needs may be appropriately met. All discussions will remain confidential. For specific accommodations (e.g., extra time to complete written assignments), you are responsible for making arrangements with the Student Accessibility Services office and notifying the instructor two weeks in advance to discuss their individual needs for accommodations.

**Academic Integrity**
Plagiarizing is defined as intentionally or unintentionally using someone else’s words or thoughts without giving proper credit. When a source is not cited, it is assumed that the words, thoughts, and ideas are the sole product of the student. When a student uses material from another source, the extent and nature of the borrowing must, to avoid the charge of dishonesty, be fully and explicitly noted in the text or footnotes. Direct quotations must be differentiated from the text by using quotation marks or by indenting or single spacing and be accompanied by appropriate APA citation. It is the responsibility of the student to learn the proper forms of citation and this will also be covered in class. The use of papers or other work obtained from commercial or other services is a clear case of plagiarism and is specifically prohibited. Handing in as one’s own work a paper on which a student has received extensive help without acknowledging that help is plagiarism. Academic dishonesty will not be tolerated and it is reportable to the Dean. Please read the Academic Integrity Handbook at [http://uss.tufts.edu/studentAffairs/documents/HandbookAcademicIntegrity.pdf](http://uss.tufts.edu/studentAffairs/documents/HandbookAcademicIntegrity.pdf)
COURSE SCHEDULE

CLASS #1 SEPTEMBER 11TH, 2017

INTRODUCTIONS AND OVERVIEW

• Introductions
• Review of CH Thesis requirements and deliverables
• Thesis proposal discussion/examples of thesis proposals
• Tufts University declaration of intent to complete a thesis (October 17th, 2017); https://tuftsstudentservices.tfaforms.net/65
• Availability of stats consultations
• Strategies for working effectively with your committee
• Other items
  • Undergraduate Research Fund: https://students.tufts.edu/academic-advice-and-support/scholar-development/what-we-assist/research-opportunities-and-funding/undergraduate-research-fund
  • Tufts Thesis website: https://students.tufts.edu/academic-advice-and-support/academic-advising/what-we-offer/senior-honors-thesis
  • Other Tufts resources (ARC): https://students.tufts.edu/academic-advice-and-support/academic-resource-center
• Prioritizing topics for thesis seminar (what would be helpful to you?)
• In-class work: Developing a draft timeline/Gantt chart

Homework for next class on 9/18/17

• Write one page of content (single-spaced) for your thesis. This should include a draft of your research aims and 2-3 paragraphs of additional content that would be appropriate to include in a background section to your thesis. This additional content can answer the question of why your proposed topic is important to study. If you have already begun to compile evidence from the peer-reviewed literature, include it here with citations (in any consistent format). Refer back to the proposal you turned in late spring/early summer and build on that content.
• Write down 1-2 thesis related questions or concerns you have at this stage to bring to seminar.

CLASS #2 SEPTEMBER 18TH, 2017

ONE-PAGER REVIEW AND BACKGROUND OUTLINE

• Work in small groups to share one-pager with classmates and obtain feedback on proposed aims from classmates
• Instructor will circulate and answer thesis related questions/concerns
• In-class work: Develop an outline for your thesis background section based on your current research aims. Try to be as specific as possible and ask yourself, how can I build the argument to make the case for my aims? What do I need to convey to my reader? What content should I equip the reader with for them to understand the significance of my aims?

Homework for next class on 9/25/17

• Incorporate one-pager input received during the thesis seminar. Set up a time to meet with your thesis advisor and obtain their feedback on your 1) research aims, 2) background outline and proposed timeline. If you are unable to meet your advisor in person, share these materials via email and ask for feedback.
• Work on one IRB related item before next class. This could include identifying the paperwork you might need to submit the IRB, constructing a list of questions you have for the Tufts IRB, creating a draft of an instrument for data collection, developing a copy of a consent form you need for data collection, or beginning to describe your research protocol (the who, what, when, where of your research). If you have already obtained the necessary IRB approval use the time to instead to expand your background section.
• Write down 1-2 thesis related questions or concerns you have at this stage to bring to seminar.
CLASS #3 SEPTEMBER 25TH, 2017

- Meet with IRB representatives and obtain feedback on IRB related questions and concerns.
- **In-class work:** Work on IRB related paperwork, if relevant, or work on continuing to expand your background section outline.

**Homework for next class on 10/2/17**
- Work to complete any IRB paperwork that is remaining. Share this content with your chair and Professor Tendulkar for input and aim to submit this material for IRB review by October 2nd, 2017.
- Create a document with the content from the one-pager and your background section outline. Write down the names of library databases, key words and other strategies you have used to start searching the literature for your background section.
- Write down 1-2 thesis related questions or concerns you have at this stage to bring to seminar.

CLASS #4 OCTOBER 2ND, 2017 LITERATURE REVIEW AND SYNTHESIS OFFICE HOURS

- Tisch librarians will come to class to meet with you today to help you develop a good search strategy for literature and data you may need for your Background section.
- We will also discuss reference management (Zotero) and strategies for organizing your literature
- Citation formatting
- **In-class work:** Creating a Zotero library, building your search strategy, creating a matrix to organize your literature

**Homework for next class on 10/16/17**
- The next thesis session is not until October 16th, 2017 and your thesis proposal for CH is due on 10/20/17. Spend the next week working to build on your two pager and expand this into the 5-page thesis proposal. Your energy, at this stage would be best spend identifying and synthesizing additional citations and beginning to think about your proposed methods.
- Write down 1-2 thesis related questions or concerns related to your thesis or your proposal.

CLASS #5 OCTOBER 16TH, 2017 WRITING BOOT CAMP

- **In-class work:** Work on CH thesis proposal

**Homework for next class on 10/23/17**
- Complete your CH thesis proposal for the October 20th, 2017 deadline.
- Take a break and do something nice for yourself!

OCTOBER 20th, 2017: Turn in CH Thesis Proposal to your committee (please cc Dr. Tendulkar)
CLASS #6 OCTOBER 23RD, 2017  DRAFTING A METHODS SECTION

- Look at examples of Thesis first drafts
- Writing a methods section (goals and relevant components)
- Creative strategies for organizing your methods section (e.g., smart art, flowcharts etc.)
- In-class work: Create an outline for your methods section

Homework for next class on 10/30/17
- Revisit and add to your timeline, outlining your proposed activities through December 2017.
- Expand your methods section outline
- Set up a time with your chair/committee to obtain feedback on your proposal

CLASS #7 OCTOBER 30TH, 2017  WRITING BOOT CAMP

- Share your methods section with classmates and obtain feedback
- In-class work: Continue to build your methods section

CLASS #8 NOVEMBER 6TH, 2017  DEVELOPING AN ANALYTIC PLAN

- How to develop an analytic plan (presentation from analytic consultant)
- How to present data in a thesis (e.g. table shells)
- In-class: TA from analytic consultant

CLASS #9 NOVEMBER 13TH, 2017  WRITING BOOT CAMP

- In-class work: Pull the different components of your thesis into one document. Revisit the guidelines for the first draft and make sure you have included all the relevant components.

CLASS #10 NOVEMBER 20TH, 2017  WRITING BOOT CAMP

- In-class work: Pull the different components of your thesis into one document. Revisit the guidelines for the first draft and make sure you have included all the relevant components.

CLASS #11 NOVEMBER 27TH, 2017  WRITING BOOT CAMP

- In-class work: Pull the different components of your thesis into one document. Revisit the guidelines for the first draft and make sure you have included all the relevant components.

CLASS #12 DECEMBER 4TH, 2017  WRITING BOOT CAMP

- In-class work: Pull the different components of your thesis into one document. Revisit the guidelines for the first draft and make sure you have included all the relevant components

DECEMBER 8th, 2017: Turn in your thesis first draft to your committee (please cc Dr. Tendulkar)

CLASS #8 DECEMBER 11TH, 2017
Celebration and Wrap-up