Course Description: AH 4297W Honors Thesis in Allied Health Sciences.
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; Instructor Consent. Open only to Department of Allied Health Sciences students, juniors or higher, in good standing with the Honors Program. Under the supervision of a faculty advisor, the student will complete a written thesis that is based on a student-designed honors research project.

Student:
Instructor: Judy Brown
Title: Thesis in Allied Health Sciences
Goal: The goal of the Honors Thesis Writing in Allied Health Sciences course is to provide the student with guidance in the preparation of a written thesis. The specific goal will be determined in collaboration with the thesis instructor.

Class Time: TBA or Independent. The student is expected to dedicate the appropriate time to this project (minimum 4-6 hours), work independently, manage time, meet deadlines and communicate with the instructor.

Course Objectives:
1. Develop effective written communication skills based on a hypothesis or need (issue)
2. Demonstrate an ability to analyze and synthesize a broad range of material
3. Investigate and appreciate how scholars think about problems, formulate hypotheses, research those problems, and draw conclusions about them
4. Gain experience with independent and critical thinking
5. Apply knowledge and logic when presenting an idea
6. Consider the consequences of ideas for the individuals addressed in the thesis or grant proposal and for society as a whole
7. Properly identify and cite relevant primary references
8. Develop an Honors thesis that expresses interests and educational goals and reflects work in Allied Health Sciences
9. Revise draft documents based on peer and faculty review
10. Improve writing skills including clarity, appropriate grammar, punctuation, paragraph structure, logical flow of information, source integration and reference format
11. Identify, locate and summarize current and relevant primary literature
12. Explain ethical guidelines for conducting and presenting research
13. Paraphrase and critique researchers’ work
14. Report research conducted
15. Propose research studies

In the completion of this course, the student will
1. Consult with his/her Honors Thesis advisor to discuss what topic is most appropriate for the student thesis
2. Develop a learning agreement with his/her Honors/Thesis advisor regarding the content and logistics of the student's Honors thesis.
3. Seek assistance from faculty advisor and mentors during the process of producing the thesis. The process(es) for interactions between the faculty and student for writing instructions and guidance through face-to-face meetings, comments on thesis drafts, and response to revisions will be outlined in the learning agreement.
4. Discuss with faculty mentor their authorship expectations before submitting any manuscript, presenting any poster or giving a talk regarding the student’s thesis.

5. Be fully informed about and compliant with UConn’s policies and federal regulatory requirements regarding research.

6. Maintain confidentiality of research as per principle investigator’s request.

7. Write a minimum of a fifteen-page thesis that has been revised for conceptual clarity and development of ideas, edited for expression, and proofread for grammatical and mechanical correctness. Document the work as per the learning agreement.

8. Be aware of and meet all requirements for the department and the Honors Program.

9. Visit the Honors website (honors.uconn.edu) on a regular basis for deadlines, requirements, and useful resources.

10. Submit a final hard copy of the thesis to the Honors Program main office.

11. Provide timely evaluation of drafts, critical peer feedback, and adjust based on peer review (if established in learning agreement)

Format for Experimental/Laboratory Driven Thesis

The final thesis will be a minimum of 15 pages of typed text (1” margins, paginated lower right, 11-point Helvetica or Arial font, double-spaced). Fifteen pages does not include the approval page, abstract, acknowledgements, table of contents, lists of tables/figures, or citations.

1. Approval or title page. The approval page should include the title of your thesis, your full name, signature lines for your Honors thesis advisor, your Honors academic advisor, and any other thesis advisors as appropriate, the department(s) in which your thesis was conducted, and the date. If your thesis advisor is also your Honors advisor, it is recommended that you have a second faculty member read your thesis. Title and Title Page following guidelines for UConn Master’s Thesis (https://grad.uconn.edu/enrollment-services/masters-degree-program/plan-b/)

2. Abstract. This should be on a separate page. (<250 words)

3. Acknowledgments. This should be on a separate page.

4. Table of contents. This should be on a separate page

5. List of Tables (if any). This should be on a separate page but is not required if you have no tables

6. List of Figures (if any). This should be on a separate page but is not required if you have no figures

7. Introduction with the research question/hypothesis and summary sentences; Headings and subheadings that the reader can follow and frequent summaries after major subheadings or headings

8. Literature Review/Background/Statement of Need: A series of primary research article summaries that address the hypothesis (not necessarily in support of the student’s hypothesis) joined by comparing and contrasting the findings of the research articles. A range of citations will be required.

9. A proposed experimental procedure (methods section) to address the hypothesis and the purpose of the procedures for research (as in a grant application) or a Materials and Methods Section for experimental procedures completed to address the hypothesis. This section will follow guidelines for scientific abbreviations and provide reagents in final concentration (e.g. 50 ug/mL not 10 uL of 500 ug/mL of reagent A was added to 10 mL water). Methods section will provide enough detail to be repeated by another researcher. Company and catalog # will be provided for all kits and if no modifications have been made, the procedure may be written “as per manufacturer’s suggested protocol”.

10. Results: A results section that succinctly and completely provides the results (with statistical values as required). Figures and/or tables with the appropriate citation, headings/figure legends (the goal is to make the table or figure have enough information, so it can stand alone) and reference to the figures or tables within the text of the paper. Research proposals/grants will include an anticipated results section.

11. Conclusion: A conclusion of the research and implications for the community(ies) affected by the research. (e.g., policy changes, new interventions, new practice guidelines)
12. Citations: A citation of every statement in the paper that is from a source and a citation list. Use appropriate citation/referencing based on a primary journal in the field of research or as assigned by the instructor.
13. Review all drafts and evaluation of the final paper for plagiarism
14. Read and review guidelines for scientific writing and check list of “Grammar Hammer” provided in HuskyCT

Process
Students will complete assignments, in the order listed, by submission deadlines listed below (unless request for a change in deadline at least one week prior to the written assignment with written communication via HuskyCT and an approval from the professor). All sections will be emailed to the instructor and/or posted in HuskyCT to include a statement avowing that the student did not plagiarize with the steps taken to avoid plagiarism. Plagiarism will result in an F for the course.

Submission Deadlines
Week 3: Results (Figures)
Week 4: Methods
Week 5: Introduction/Literature review (including hypothesis or need statement)
Week 6: Second draft: re-write of methods and results
Week 7: Conclusions, future, implications, and abstract
Week 9: Third draft: re-write of intro/literature review
Week 11: First draft of the entire thesis (including references)
Week 13: Second draft of the entire thesis (this may be the last)
Week 14: Final thesis due

Grading
Course evaluation will be based on the following scale

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>&gt;93</td>
<td>A</td>
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<tr>
<td>90-92.9</td>
<td>A-</td>
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<tr>
<td>87-89.9</td>
<td>B+</td>
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<tr>
<td>83-76.9</td>
<td>B</td>
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<tr>
<td>80-82.9</td>
<td>B-</td>
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<tr>
<td>77-79.9</td>
<td>C+</td>
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<tr>
<td>73-76.9</td>
<td>C</td>
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<tr>
<td>70-72.9</td>
<td>C-</td>
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<tr>
<td>67-69.9</td>
<td>D+</td>
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<tr>
<td>63-66.9</td>
<td>D</td>
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<tr>
<td>60-62.9</td>
<td>D-</td>
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<td>&lt;60</td>
<td>F</td>
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Grading Components and Rubric
<table>
<thead>
<tr>
<th>Grading component</th>
<th>Max Points</th>
<th>Points Earned</th>
<th>Novice – minimum requirement to obtain passing grade</th>
<th>Expert – description of criteria for a complete grade</th>
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<tbody>
<tr>
<td>organization</td>
<td>15</td>
<td></td>
<td>overall the main learning objective is kept in focus. While there is a coherent theme uniting every section, the connection between sections may need work</td>
<td>a clear learning objective and each section serves to meet that goal information flows from one section to the next, there is a coherent “storyline” each section builds on and depends on information learned in the previous section. There is no repetition; rather the reader’s understanding deepens at each step</td>
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<tr>
<td>hypothesis/need</td>
<td>10</td>
<td></td>
<td>non-measurable hypothesis, poor grammar, not focused, not relevant, difficult to identify the research question or “who cares”</td>
<td>clear and measurable hypothesis stays focused on the goal, easily identifiable research question</td>
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<td>clarity of writing</td>
<td>15</td>
<td></td>
<td>Some grammatical and spelling mistakes may occur, but the author’s intent is communicated, and the reader understands the text</td>
<td>The text is free of grammatical and spelling mistakes. Technical words are defined and used appropriately. Writing is concise and does not repeat the same information twice</td>
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<tr>
<td>academic rigor</td>
<td>10</td>
<td></td>
<td>The information presented is accurate (bearing minor mistakes). The written product demonstrates that the author is somewhat knowledgeable of the topic and although less overall about the full picture, research literature or implications</td>
<td>The information presented is accurate. The written product demonstrates that the author is knowledgeable of the topic. The author demonstrates a critical evaluation of evidence presented. The document shows the authors’ ability to understand the context and implications of the research topic</td>
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<tr>
<td>aesthetics, polish, completeness</td>
<td>15</td>
<td></td>
<td>Where appropriate, visuals improve the manuscript, however only a few figures or tables used to report data. Visuals are obtained from other sources and no effort was made to adapt them for the purpose of the case (e.g. the visuals were not simplified to focus on the goals of the case).</td>
<td>Where possible, author produced original figures for the manuscript. When existing visuals are included, they are appropriately attributed. All supporting materials are included, thoroughly and diligently written.</td>
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<td>citation quality</td>
<td>10</td>
<td></td>
<td>Most information mentioned in the document is cited, though there are a few omissions or incorrect citing.</td>
<td>All information is rigorously cited in the manuscript according to established guidelines</td>
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<td>responsiveness to feedback</td>
<td>15</td>
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<td>The manuscript was included minor modifications between its draft and final version to address only the biggest criticisms or pitfalls. The student questioned critical review/feedback response</td>
<td>There is significant improvement between the draft version and the final submission. The feedback was well received with clarification requested as needed. All modifications addressed in response to feedback</td>
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<td>deadlines/ formatting/ following directions</td>
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<td><strong>TOTAL</strong></td>
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Student Code and Academic Misconduct
You are responsible for acting in accordance with the University of Connecticut's Student Code, available at http://www.community.uconn.edu/student_code.html. Review and become familiar with these expectations.

Academic Integrity in Graduate Education and Research
Academic misconduct in any form is in violation of the Student Code and will not be tolerated. This includes, but is not limited to copying or sharing answers on tests, assignments, plagiarism, and having someone else do your academic work. Depending on the act, the student could receive an F grade on the test/assignment, F grade for the course, and could be suspended or expelled from the University. If you need more information about the subject of plagiarism, use the following resources:

- Plagiarism: How to Recognize it and How to Avoid It
- Instructional Module about Plagiarism
- University of Connecticut Libraries’ Student Instruction

Adding or Dropping a Course
If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through Peoplesoft.
- Non-degree students should refer to the Registrar’s office Non-Degree page for more information.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course.

Academic Calendar
The University's Academic Calendar contains important semester dates.

Students with Disabilities
Students needing special accommodations should work with the University's Center for Students with Disabilities (CSD). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.) Accommodation requests/approvals should be made prior to the start of the 3rd week of classes.

Course Evaluations
Students will be provided an opportunity to evaluate instruction in this course using the University’s standard procedures, which are administered by the Office of Institutional Research.

Subject to Change Statement:
Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

Correspondence:
All students are expected to check and respond their email on a routine basis. Students will be contacted at their UConn email address (firstname.lastname@uconn.edu). It is the student’s responsibility to have UConn email forwarded to personal email accounts. The instructor is not responsible for undelivered email. Students must retain a copy of important emails sent to the instructor for documentation purposes (including date, time, and address sent to).

Signature of Instructor:

Signature of Student: