

IBMS 7010-8PP Student Journal Club and Research Presentations, Fall 2017

Room and Time: Presentations in LIB 2.015 (except where noted), classes in LIB 2.015; 10:30 a.m. - 12:00 p.m.

Instructors: Dr. Jun Hee Kim (Rm. 3.338D, x7-4375, kimjh@uthscsa.edu)
Dr. Martin Paukert (Rm., 208.2, x2-4052, paukertm@uthscsa.edu)

Course Administrator: Tanya Davila (main office, x7-4381, DavilaT3@uthscsa.edu)

Six Course Requirements:

(1) A 20-25 min research presentation (followed by questions)

These are meant to be similar to a conference-type session, such as at Society for Neuroscience meetings. Students present their own data, no matter how preliminary, and sufficient background considering the diversity of the seminar audience. All students are required to discuss their presentation plans with their mentor two weeks prior to the presentation date. Presentations must not be read from script (there should be no eye-contact with computer screen necessary) and must be practiced.

*****Please email Tanya (DavilaT3@uthscsa.edu) a short 4-5 sentence abstract of your presentation at least one week in advance.**

(2) A 20-25 min publication presentation (followed by questions)

These presentations are meant to be similar to journal club presentations. Students present data from published manuscripts but should discuss how this work fits into their own research interests. Manuscript selections should be as interdisciplinary as possible considering the diversity of the seminar audience. Students should provide their own opinion and critique of the paper. Presentations must not be read from script (there should be no eye-contact with computer screen necessary) and must be practiced.

*****Please email Tanya (DavilaT3@uthscsa.edu) a pdf of the entire paper at least one week in advance.**

During your manuscript critique, make sure the following points are covered:

- a. What is the overarching question that the paper is addressing?
- b. What is the specific question that the paper is focusing on?
- c. What was the hypothesis that they were testing?
- d. Was there any novel or specialized methodology that was used, which needs to be explained to the class? Are there alternative approaches to test this hypothesis?
- e. What were the results? Were they consistent with the hypothesis?
- f. What do you think of the quality of the data and the author's interpretation? Do you believe the data?
- g. Were there alternate interpretations of the results?
- h. What do the findings in this study mean for the field?
- i. What are the obvious next experiments that could/should be done?
- j. Why did you choose this paper?

(3) Presentation Critique

All Students are required to receive feedback on their presentation from reviewing faculty and other students. The format will be informal and will occur immediately after the seminar session. The goal is to provide immediate feedback on the performance of the presenters. This feedback is meant to be constructive and helpful. Remember, the goal is to help the presenter improve his or her presentation skills. All students will remain present during the critique so that they can gain insight into typical/frequent presentation weaknesses at their experience level.

(4) Review of Video Recording

Each presenter will be provided with a recorded video of their own presentation for self-critique. Tanya will email the web link to you once she has received it. Each student is encouraged to utilize the video for their personal growth and development as researchers and public speakers.

(5) Attending all Physiology Department Seminars (**Only applies to IMG P Physiology Track Students**)

As required by COGS, **attendance is mandatory at the Physiology weekly departmental seminars.** (For the purposes of the class, these will be the typical Monday noon seminars as scheduled by the department.)

(6) **Students are required to turn off cellular phones during all seminars.** Please give your full attention to the presentation and critiques.

Grading:

Grading is based upon attendance (including at the Physiology departmental seminar), the presentation, assigned reviewer responsibility, timely provision of materials for presentation announcement, and viewing of video. Grading of the presentation will be focused mostly on the effort and organization of the presentation, not the presentation skills or the data. We don't predict anybody will get less than an A on his or her presentation as long as it is apparent an effort has been made to improve on one's previous presentations. Missing presentations, seminars or classes due to illness or acceptable academic effort (e.g. conference attendance) does not count against the grade. However, for missing presentations, seminars or classes for other reasons, or missing assigned critique sessions, not turning in writing requirements, and not watching one's own video, grades will drop as follows:

Missing 3 classes, seminars, presentations, or writing requirements drops grade to a B.

Missing 4 classes, seminars, presentations, or writing requirements drops grade to a C.

Missing 5 classes, seminars, presentations, or writing requirements drops grade to a Fail.