

CSBL 6072
Presentation Skills for MS Students: Part I
Fall 2017

CLASS DAYS and TIME: The course will be scheduled around the students' other coursework. This syllabus will be up-dated and posted throughout the semester, as specific meeting times are determined. Course policies will follow the most recent syllabus posted by the course directors.

CLASSROOM: Classrooms will be arranged once individual meeting times have been set and this information will be posted to the syllabus.

COURSE FACULTY: Ellen Kraig, PhD and Pam Larsen, PhD

OFFICE LOCATION and HOURS: Drs. Kraig (4.013V) and Larsen (232D) are available, as needed; please contact by phone or email to schedule a mutually convenient meeting time.

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TELEPHONE: 567-3818 (EK) and 567-0608 (PL)

READ THIS DOCUMENT CAREFULLY - YOU ARE RESPONSIBLE FOR ITS CONTENTS

COURSE DESCRIPTION AND OBJECTIVES

This course is designed to provide graduate students in the CSA (Cell Systems and Anatomy) Master of Science degree program the opportunity to develop their skills in oral presentation. The course will focus on critical thinking, clear and concise presentation of research endeavors, and communicating science to the public, to students, and to other scientists. In the first (Fall) semester, each student will present three times – an “elevator talk”, a journal club presentation, and a practice Thesis Proposal presentation. In the second (Spring) semester, each student will present three times – a research update, a poster presentation, and a practice Thesis defense. After each talk, the students and instructors will provide constructive suggestions aimed at improving the student's presentation skills.

Attendance for the duration of all sessions is mandatory.

Pre-requisites – none

Semester credit hours – the Fall course is 0.5 credit hours and the Spring course is 0.5 credit hours.

By the end of this course, each student should be able to:

- Convey the importance of his/her science to a “lay” audience
- Present a seminar or journal club on a relevant biomedical or educational topic
- Successfully present and defend one's thesis proposal and thesis

COURSE ORGANIZATION

The main teaching modalities used in this course include:

- 1) A short introduction to presentation preparation will be given, which will include examples.
- 2) Students will, for the most part, learn by doing. Students will create their own presentations, following the guidelines given by faculty for each type. Presentation will be to the class.
- 3) In addition, students will observe and take notes during other students' presentations. This provides examples to incorporate or to not incorporate into their future presentations. Finally, through critical analysis each student will provide constructive feedback on other students' presentations.

Materials – no specific materials are required

Computer Access – as needed, materials will be posted on CANVAS for student access.

Reading Assignments – students will select papers based on their own interests and projects.

ATTENDANCE

The course meeting times will be determined by Doodle poll (or equivalent) to ensure that all student course conflicts are avoided. Learning in this course is accomplished by presenting and/or observing other students present, thus **attendance at all sessions is mandatory and students are expected to be on time**. If illness or an emergency situation arises, the student must contact Dr. Kraig as soon as possible (preferably before class time) to discuss options. Unexcused absences are not acceptable and will result in a lower grade.

TEXTBOOKS

Required: none

Recommended: none

GRADING POLICIES AND EXAMINATION PROCEDURES

No exams are given as part of this course. Grading by the instructors is subjective and is based on the following criteria: Attendance, Participation (quality of suggestions to improve other students' presentations), Quality of one's own presentations, Improvement of one's oral presentation skills by the willingness to work hard and incorporate changes based on feedback given. The four criteria will be equally weighted, and grades given on the following scale:

A - Outstanding performance

B - Meets expectations

C - Needs improvement ** (NOTE: C is not a passing grade in a grad course)

D/F - Does not meet expectations **

** Where performance is not acceptable (including an unexcused absence for which faculty were not notified), faculty will inform the student within a week of the class session which specific weaknesses need to show improvement for the next class session(s)

REQUESTS FOR ACCOMODATIONS FOR DISABILITIES

In accordance with policy 4.2.3, **Request for Accommodation Under the ADA and the ADA Amendments Act of 2008 (ADAAA)**, any student requesting accommodation must submit the appropriate request for accommodation under the American with Disabilities Act (ADA, form 100). to his/her appropriate Associate Dean of their School and a copy to the ADA Coordinator. Additional information may be obtained at <http://uthscsa.edu/eeo/request.asp>.

ACADEMIC INTEGRITY AND PROFESSIONALISM

Any student who commits an act of academic dishonesty is subject to discipline as prescribed by the UT System Rules and Regulations of the Board of Regents. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, signing attendance sheets for another student, and any act designed to give unfair advantage to a student or the attempt to commit such an act. Additional information may be obtained at <http://catalog.uthscsa.edu/generalinformation/generalacademicpolicies/academicdishonestypolicy/>

TITLE IX AT UTHSCSA

Title IX Defined:

Title of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education. It reads “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

University of Texas Health Science Center San Antonio’s Commitment:

University of Texas Health Science Center San Antonio (UTHSCSA) is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, UTHSCSA does not discriminate on the basis of sex in its education programs and activities, and it encourages any student, faculty, or staff member who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to immediately report the incident to the Title IX Director.

In an emergency, victims of sexual abuse should call 911. For non-emergencies, they may contact UPD at 210-567-2800. Additional information may be obtained at <http://students.uthscsa.edu/titleix/>

EMAIL POLICY

As a matter of University Policy, official communications between students and faculty occur using the student’s university assigned “livemail” email address. Students are expected to check their university email on a daily basis. Missed communication due to inadequate monitoring of university email is not a valid excuse for failing to perform expected activities. Students are welcome to email the instructors at any time.

USE OF RECORDING DEVICES

Course policy allows the use of recording devices, if given permission by the presenter. Note: each student has the right to choose to have or to NOT have his/her presentations recorded.

ELECTRONIC DEVICES

Cell phones shall not be used during class (unless requested to do so by the instructors). Use of social media or email via any devices is not allowed during class.

TENTATIVE CLASS SCHEDULE (details to be posted once finalized)

Classes will be scheduled once a final roster has been provided to the instructors and a Doodle survey has been used to find available time slots.

Included will be the following:

Introductory session ~1 hour

Elevator talks ≤ 2 hours (all students will speak and their presentations discussed)

Research paper talks 3-4 sessions x ~1.5 hour (2 talks per session)

Practice thesis proposals 2-4 sessions x ~1.5 hour (1-3 talks per session)

As needed, practice thesis defenses 0-2 sessions x 1.5 hours (1 talk/session)