NSC 696B SEMINAR
Syllabus - Fall 2013
12:00 – 1:00PM, Wednesdays / Marley, Room 230

INSTRUCTORS:
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***Office hours by appointment***

OBJECTIVES:
- To gain experience in acquiring, critically evaluating, and consolidating information from primary sources on a selected topic, and then presenting this information clearly and accurately to an audience of their peers.
- Assist students in preparing and giving talks/presentations at national meetings and during their professional careers.
- To provide training in using Power Point and other computer-assisted methods in preparing visual aids for use in professional presentations.

COURSE FORMAT
- Three presentations: oral short (15 min), oral long (~40 min) and a poster presentation. Over the course of your degree, all students will present the short and poster presentation. Master’s degree students will give one long presentation and Doctoral students will give 2 long presentations.
- Students should select a topic dealing with some aspect of nutrition.
- Presentations may be based on original data (e.g., thesis or dissertation research) or a survey of published work. The short presentation may be based on the same topic as the seminar, and the work presented in the short presentation may be included in the seminar. Both presentations should include a critical analysis (i.e., validity of findings, etc.) of the work presented. This is intended to foster critical thinking about findings/reports on nutrition and practice presentations in the format typically encountered at scientific meetings.
- Published papers dealing with an area of nutrition must be selected from peer-reviewed journals published in 1995 or later; no review articles will be accepted (although review articles are helpful in preparing the seminar). These papers will provide the background for the short seminar and the basis for long presentation. It is expected that the long oral presentations will last 40 min with 10-15 min for questions and the short oral presentation will last 12 minutes with 3-5 minutes for questions. The seminar should summarize the findings reported in the reviewed papers in one cogent (integrated) presentation emphasizing a critical analysis of the literature in the area under study. It will be expected that papers/review articles in addition to the approved papers will be consulted and will be used to prepare a coherent and in-depth review of the topic.
- Visuals are mandatory and should consist of Power Point presentations. Part of the evaluation of your presentation will depend on the quality of your visuals.
Students will be assigned a date for their seminar. If the student has chosen a mentor and committee, the student should notify the mentor and committee of the presentations dates to ensure the mentor and committee can attend.

At least five weeks prior to the presentation, students should have selected a topic selected and have the topic approved by the course instructor(s).

At least four weeks prior to the presentation, a minimum of three papers must be approved by the instructor(s) or the student’s mentor before the student begins to prepare the seminar presentation.

At least three weeks prior to the presentation, the student must indicate whether the presentation will be based on original data or on previously published studies. In either case, it is expected that the literature will be surveyed and relevant papers incorporated into the presentation.

At least three weeks prior to the presentation, the student must provide a title to the instructor(s).

At least two weeks before the presentation, a one-page (250 words) abstract of the presentation including a list of citations must be submitted to the course instructors. It is advisable to submit the abstract earlier than this to allow time for revision in response to the instructor’s comments.

At least one week before the presentation, one practice session with either the course instructors or the student’s advisor is required before the actual presentation. Written documentation (e.g. email) of the practice session must be provided to Dr. Teske, if the practice session is not done with the course instructors.

**Grading Policy:** Course grades are A, B, C, D, and E

- 5% class attendance: Attendance is required, unless there is no seminar scheduled for that date. More than one absence will result in a drop of one letter grade for each absence. Habitual tardiness (>2 tardy; tardiness ≥ 5 minutes late for start) will also result in a drop of one letter grade. Evaluation sheets will be handed out to all students and faculty before each presentation; the completed evaluation sheets will be used to provide the student presenter feedback on their presentation and areas of strengths and areas that may need improvement. The evaluation sheets will determine attendance.

- 5% participation: Participate in the question/answer period immediately following each presentation. Review the abstract prior to the presentation, and based on abstract and presentation, be prepared to question the presenter.

- 45% poster presentation and 45% short presentation OR 90% long presentation: Critical review and presentation of a critical/controversial topic dealing with some aspect of nutrition; presented in the format (e.g., poster or oral short) used at scientific meetings.

- Presentations will be evaluated by a faculty panel comprised of the course instructor(s), two additional NSC graduate program members and the student’s mentor (if a mentor has been chosen). The faculty “jury” will meet with the student, preferably, immediately following the presentation.

- **Compliance with the deadlines given under Course Format. You are expected to read and follow the guidelines and meet the deadlines outlined in this document. Failure to do so will result in a deduction of a letter grade.**

**Resources:**

- **Oral and poster presentations**
  

- **Posters presentations**
  
  http://as.ua.edu/undergraduateresearch/presenting-your-work/making-posters/
  http://colinpurrington.com/tips/academic/posterdesign
Poster templates