

Fayetteville State University
College of Arts and Sciences
Department of Biological

Biol 320: Seminar
Fall 2011

I. Locator Information:

Instructor: **Dr. Sherrice V. Allen**

Office Location: **Lyons Science, Rm. 309**

Course # and Name: **Biol 320: Seminar**

Semester Credit Hours: **1 credit hour**

Day and Time Class Meets:

Section 01

Lecture/Lab: **Tues. 11:00 am – 11:50 am Lyons Science Annex, Room 127**

Total Contact Hours for Class: **1 hour per week**

Office Phone: **672-1046 or 672-1691 (Departmental Office)**

Email address: svallen@uncfsu.edu

Office hours: **Mon. 2:00 pm – 4:00 pm**
Tues: 12:00 pm – 1:00 pm; 4:00 pm – 5:00 pm
Wed: 3:00 pm – 5:00 pm
Thurs: 10:30 am – 12:30 pm
Other times by appointment

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at
<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

II. COURSE DESCRIPTION: BIOL 320 (1-0-2) Biology Seminar: A course involving discussions of current topics in modern biology. Student presentations of papers on special issues in biology should be expected. In addition, BIOL 320 is designed to establish strong fundamental skills in organizing and presenting scientific information. The course will incorporate current presentation methods and principles of scientific presentations as well as technologies.

III. DISABLED STUDENT SERVICES:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. TEXTBOOKS:

Required:

Anholt, R. Dazzle ‘Em With Style: The Art of Oral Scientific Presentation, 2nd edition, 2005. Academic Press.

Suggested:

McMillan, V.E. Writing Papers in the Biological Sciences, 4th ed. 2006. Bedford-St. Martin’s: New York, NY. **Abbreviated: WBS**

Day, R. and Gastel, B. How to Write & Publish a Scientific Paper, 6th ed. 2006. Greenwood Press. **Abbreviated: HTW**

Coghill, A.M. and Garson, L.R. The ACS Style Guide: Effective Communication of Scientific Information. 3rd ed. 2006 American Chemical Society: Washington, DC. **Abbreviated: ACS**

Because of the rapid advances in the biological sciences, another primary source for students will be the research literature. Arrangements will be made with the Chesnutt Library staff to conduct a training session to familiarize students with the various methods for conducting literature searches, the organization of the library, and the location of journals and reference material relevant to the biological sciences. A list of other textbooks and reference materials is included in the Bibliography section of this syllabus.

Biology 320 Blackboard course site will be used to enhance the course and may be accessed at: <http://blackboard.uncfsu.edu>.

V. STUDENT LEARNING OUTCOMES –

Upon completion of this course, students will be able to:

1. Evaluate scientific literature and Internet resources (in terms of accuracy, validity, scientific merit, etc.) to create and prepare Power point presentations.
2. Demonstrate their ability to analyze, interpret, critique and explain key scientific findings from scientific literature (books, journal articles, review articles, Websites, etc.) by creating an abstract, a submitting journal article reviews, and creating and delivering Power point presentations.
3. Translate science content into meaningful instruction using visual media, and computer technology to prepare and deliver Power point presentations utilizing scientific peer-reviewed journal articles, textbooks, and reference material as sources.

Analytical rubrics will be used to assess each student’s knowledge of their presentation topic and their ability to present/discuss their topic clearly/coherently.

STUDENT COMPETENCIES:

To obtain secondary science licensure and/or endorsement, the teacher should acquire competencies from the following list which are appropriate for the type of license or endorsement being sought. **Department of Public Instruction (DPI) and National Science Teachers Association (NSTA) competencies:**

1. Relate the concepts and principles of science to contemporary, historical, environmental, technological, and societal issues (DPI, 4.0; NSTA, 5.4).
2. Locate resources; design and conduct inquiry-based, open-ended investigations in the sciences; interpret findings, communicate results and make judgments based on evidence (DPI,5.0; NSTA, 5.5)

VI. COURSE REQUIREMENTS AND EVALUATION CRITERIA

a. Grading Scale –

Final Grades – This policy becomes effective on August 16, 2007

Final grades are calculated on a four-point system and affect a student's grade point average as indicated below. Faculty members will delineate in each class syllabus the methods and evaluative criteria for determining final grades in the class.

<http://catalog.uncfsu.edu/ug/academicregulations/grades.htm>

WARNING ABOUT CLASS WITHDRAWALS:

When you withdraw from a class, you are wasting your money and time. You receive no refund for withdrawing from individual classes and you slow your progress toward degree completion.

If you withdraw from or fail more than one-third of your classes, you will no longer be eligible for financial aid.

STRIVE TO EARN CREDIT FOR ALL THE CLASSES IN WHICH YOU ENROLL; WITHDRAW FROM CLASSES ONLY WHEN IT IS ABSOLUTELY NECESSARY!

<http://catalog.uncfsu.edu/ug/academicregulations/classwithdrawal.htm>

b. Attendance Requirements-

Students are expected to attend all class meetings, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. When students must miss class(es) for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities – **they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments.** Faculty members will indicate in their syllabi the conditions for making up missed assignments.

Students are responsible for notifying the instructor in advance of reasons for late arrivals and early departures. Students who attend all classes, are punctual, and sit near the front of the room where they can hear and see better tend to attain higher achievement than their peers. In this regard the more you can become actively involved in the class (study with classmates, participate in class discussions, and ask questions) the better you should do in the course.

During the first half of the semester/term, faculty will assign an interim grade of "EA," Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.

<http://catalog.uncfsu.edu/ug/academicregulations/classattendance.htm>

Please note that the WN grade is no longer in effect. Students must not expect faculty to withdraw them from classes.

c. Graded Assignments/ Value of Each Assignment –

Each student will give two presentations for the class. **One will be an individual presentation and one will be a group presentation.** Each presentation will be evaluated using an analytical rubric which will be used to assess each student's knowledge of their presentation topic and their ability to present/discuss their topic clearly/coherently. Rubrics will be posted on Blackboard and discussed in the class at a later date.

Each student must have the instructor's approval for seminar topics that are chosen. **Topics and rough outlines for individual presentations must be submitted by an assigned date (see lecture schedule)!**

In each section of Biol 320, presentations topic area will be decided by the instructor teaching that section. Each presentation should last at least 10 minutes (8 minutes for the presentation; 2 minutes for questions/discussions). Presentations must be based on a research question and information/data used to address/evaluate the research question should be obtained from published peer-reviewed scientific literature (books, journal articles, review articles.); reporting on original research done by the author or authors of these sources. Each student is required to provide a **copy of each Power point presentation and reference list on the day of the individual and group presentation.** Since this is a presentation/writing course, all assignments and exams will be graded on spelling, grammar, composition, format, and appearance, as well as content. **All writing assignments must be typed.**

Plagiarism is not allowed. "Plagiarism includes, but is not limited to, copying the language, structure, ideas and/or thoughts of another, without giving appropriate recognition and/or adopting the same as one's own original work". (*FSU Student Code of Conduct, Section IV, Policies and Procedures, Academic Integrity, p. 65*). There are instances, of course, where it is appropriate and useful to quote authors either directly or by paraphrase. **Failure to cite the source, however, is plagiarism and can result in a failing grade for a presentation.**

Homework assignments will be made based on the lectures and reading assignments. Students will also be required to read and interpret research articles and discuss these in class. Class participation will be monitored and evaluated based on class discussions. Questions from research paper discussions may be included on the exams.

Grading Scale:

100 - 90% = A; 89 - 80% = B; 79 - 70% = C; 69 - 60% = D; 59% and below = F.

Grading Criteria

Midterm Exam	50 pts	10%
Synopsis of Oral Presentation Topic (Individual)	20 pts	4%
Reference List (Individual)	20 pts	4%
Oral Presentation (Power point) (Individual)	100 pts	20%
Synopsis of Oral Presentation Topic (Group)	40 pts	8%
Reference List (Group)	20 pts	4%
Oral Presentation (Power point) (Group)	200 pts	40%
Final Exam	<u>50 pts</u>	<u>10%</u>
Total	500 pts	100%

NOTE: Information related to all graded assignments will be posted on Blackboard and/or announced during class (ex. due dates, assignment worksheets, grading rubric, etc.).

NOTE: If the evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus via Blackboard.

d. Policy on Missed or Late Assignments

Students are required to take deliver an **ORAL PRESENTATION ON THE DATE THEY ARE SCHEDULED**. Make-up exams, presentations, etc. **WILL NOT be given unless the student** has made special arrangements with the instructor prior to the exam/presentation date **and presents a written excuse before the second class** period following the initial date of a exam, OR presentation, etc. Only in very unusual cases will any exceptions to these rules be made.

Work handed in or reported **LATE WILL NOT** be accepted, unless accompanied by a valid written excuse. If you miss an assignment due to an unexcused absence, it **WILL NOT be accepted**. If a student is absent, then they can make up the assignment if a proper excuse is provided.

If you must be absent unavoidably, ask a friend to get your assignment, take notes for you, and pick up any handouts. You are also responsible for demonstrating an understanding of content covered in class on the day of the absence. Students are required to attend all classes regularly and to keep appointments when they are scheduled. An absence, excused or unexcused, does not relieve the student of any course requirement.

All complaints and concerns should initially be made to me before bringing them to any other university employee. **All students must send me an email stating that they agree to the terms in this syllabus.**

e. Other: Student Behavior Expectations: -The instructor will respect all students and will make every effort to maintain a classroom climate that promotes learning for all students. Students must accept their responsibility for maintaining a positive classroom environment by abiding by the following rules:

1. Students are expected to arrive to class on time, remain in class until dismissed by the instructor, and refrain from preparing to leave class until it is dismissed.
2. Students are not permitted to sleep in class.
3. Student relationships among peers must be respectful at all times.
4. Students are not permitted to wear headphones or other paraphernalia that may be distracting to the classroom environment. Students are not permitted to tape or record the class lectures or lab reviews.
5. Students must refrain from any activity that will disrupt the class; this includes turning off cell phones and pagers. **Cell phones and pagers are not allowed to be operational during lecture or lab periods**
6. Students are not permitted to use profanity in the classroom.
7. Students should not pass notes or carry on private conversations while class is being conducted.
8. Students are not to wear hats, caps, do-rags, or scarves. This applies to males and females.
9. Open-toed shoes are not to be worn on lab days. Failure to do so will result in the student being asked to leave the class and return with the proper shoes.
10. Students are not permitted to have visitors in the lab. Also, children are NOT permitted in lecture, lab or in the instructor's office. In addition, children are not permitted to be in the hallway while the parent is in lecture or lab.

Consequences for Failing to Meet Behavioral Expectations: The first time a student violates one of these rules, the instructor will warn him or her privately, either after class or before the next class. The second time a student violates the guidelines, the instructor may deduct as many as twenty-five (25) points from the student's final grade. If a student violates the guidelines three times, the instructor will report the student to the Dean of Students for disciplinary action according to the FSU Code of Student Conduct.

VII. ACADEMIC SUPPORT RESOURCES:

Biol 225 Selected Course Material on Blackboard 6.0 at <http://blackboard.uncfsu.edu/>

Internet sites:

1. <http://www.uncfsu.edu/writingcenter/index.htm> (FSU – The Writing Center)
2. <http://writing.eng.vt.edu/> (Virginia Tech)
3. <http://owl.english.purdue.edu/> (Purdue Writing Lab)
4. <http://www.wisc.edu/writing/> (Wisconsin Writing Lab)
5. <http://athena.english.vt.edu/%7EIDLE/Gym2/index.html> (Virginia Tech Grammar Gym)

Study Strategies (Center for Academic Success at Louisiana State University:

[http://app1003.lsu.edu/slas/cas.nsf/\\$Content/Study+Strategies+About?OpenDocument](http://app1003.lsu.edu/slas/cas.nsf/$Content/Study+Strategies+About?OpenDocument)

Smarthinking Online Tutoring: http://www.smarthinking.com/static/pub_common/hours.cfm

VIII. COURSE OUTLINE AND ASSIGNMENT SCHEDULE-

WEEK #	LESSON #	ACTIVITY
1 (8-23)	1	Introduction, Discussion of Course Design & Objectives Hypothesis Based Research
2 (8-30)	2	Scientific Literature: Different Formats <i>Abstracts, Literature Review, Journal Articles, Journal Reviews, etc</i> Reading and Critiquing a Journal Article
3 (9-6)	3	Reading and Critiquing a Journal Article
4 (9-13)	4	Utilizing the Library for Research: Conducting a Literature Search (Workshop at Chestnut Library 3 rd Floor Conference Room – Mrs. Whitfield)
5 (9-20)	5	Preparing a Scientific Presentation <i>Synopsis of Oral Presentation Topic (Individual) Due</i>
6 (9-27)	6	Structure of a Scientific Presentation Visual Displays/Delivery
7 (10-4)	7	Visual Displays/Delivery
8 (10-11)	8	MID-TERM EXAM
9 (10-18)	9	FALL BREAK
10 (10-25)	10	Individual Presentations (Students 1-5) <i>Synopsis of Oral Presentation Topic (Group) Due</i>
11 (11-1)	11	Individual Presentations (Students 6-10)
12 (11-8)	12	Individual Presentations (Students 11-15)

WEEK #	LESSON #	ACTIVITY
13 (11-15)	13	Individual Presentations (Students 16-20)
14 (11-22)	14	Group Presentations (Groups 1-3)
15 (11-29)	15	Group Presentations (Groups 4-6)
16 (12-6)	16	FINAL EXAM

A copy of each Powerpoint presentation and reference list are due on the day of your individual or group presentation. Each item should be submitted via Blackboard using the submission link under "Course Assignments" 24-hours prior to the date of your individual or group presentation.

Individual Presentations: 10 minutes; Group Presentations: 15 minutes

All assignments will be posted in BLACKBOARD during the semester. **All assignments will be in categories consistent with the assignments listed above under "Evaluation Criteria."**

NOTE: This is a tentative schedule and subject to change as needed per my discretion !!!!!

IX. TEACHING STRATEGIES:

This course will cover the essential elements of structure, data presentation, use of media and delivery in scientific presentations. These essential elements will be presented by the instructor in a series of lectures. Each student will be provided the opportunity to develop and present a seminar (individual & group) that incorporates these elements of effective presentations. Discussion of material presented will be conducted by question/answer sessions following each presentation. Individual presentation will be evaluated by the instructor to aid in development of future presentations given by students.

X. BIBLIOGRAPHY:

Students are encouraged to review each current issue and read appropriate articles in the science journals available in the C. W. Chesnutt Library (See Complete List Below). Students are also encouraged to make full use of the Internet resources, including Medline which is available through the Chesnutt Library's Pubmed System or through the NIH/NML website at www.ncbi.nlm.nih.gov. Other web resources include: . <http://www.sciencedirect.com> (provides access to journal articles online and for downloading)

Books

1. Gustavi, B. (2008) How to Write and Illustrate a Scientific Paper. 2nd edition, Cambridge: Cambridge University Press.
2. Matthews, J. R., Bowne, J.M., and Matthews, R. W. (1996) Successful scientific writing: A step-by-step guide for the biological and medical sciences. Cambridge: Cambridge University Press.
3. The Council of Science Editors (2006) Scientific Style and Format: The CSE Manual for Authors, Editors, and Publishers (7th ed).
4. Gillen, C.M. (2007) Reading Primary Literature: A Practical Guide to Evaluating Research Articles in Biology. Benjamin Cummings.
5. Lang, G. & Heiss, G. D. (1984). A practical guide to research methods (3rd ed.). New York: University Press of America.
6. Katz, M. J. (2009) From Research to Manuscript: A Guide to Scientific Writing. (2nd ed.). Springer.
7. Hofmann, A.H. (2010). Scientific writing and communication: papers, proposals, and presentations. Oxford Press.
8. VanAlstyne, J.S. & Trill, M.D. (2004). Professional & Technical Writing Strategies-Communicating in Technology & Science (6th ed.). Upper Saddle River, NJ: Prentice Hall.
9. Harmon, J. E. and Gross, A.G. (2010). (The Craft of Scientific Communication (Chicago Guides to Writing, Editing, and Publishing)). University Of Chicago Press

NOTE: THIS COURSE IS SUPPORTED BY A BLACKBOARD WEBSITE. STUDENTS SHOULD VISIT THIS SITE REGULARLY TO REVIEW COURSE REQUIREMENTS AND ASSIGNMENTS. THIS SITE IS AVAILABLE THROUGH THE FSU WEBSITE: <http://blackboard.uncfsu.edu>.

LIST OF SCIENCE JOURNALS IN THE C. W. CHESNUTT LIBRARY or ACCESABLE ON-LINE (NOTE: The list is not a completely inclusive listing)

American Journal Of Physiology
Animal Behaviour
Animal Learning & Behavior
Applied Animal Behaviour Science
Applied Environmental Microbiology
The Behavioral and Brain Sciences
Behaviour,
Behavioural Processes
Brain, Behavior and Evolution
Bioscience
Biochemistry & Cell Biology
Biotechnology & Bioengineering
Biochemistry
Biochem et Biophys Acta (BBA)
Biochemistry & Molecular Biology Education
Biotechnology & Applied Biochemistry
Bioorganic Chemistry
Cell
Chemical Reviews
Chemical & Engineering (C & E) News
Critical Reviews in Biotechnology
Emerging Infectious Diseases
Developmental Biology
Developmental Cell
Developmental Genetics
Gene
Genesis
Genes to Cells
Experimental Cell Research
EMBO
The FEBS Journal (EJB)
European J. Biochem
Ethics
Hormones And Behavior
Journal of Molecular Biology
Journal Applied Physiology
JAMA
Journal of Biological Chemistry (JBC)
Journal of Bacteriology
Journal of Cell Biology
Journal of Chemical Education
The Journal of Comparative And Physiological Psychology
Journal of Comparative Psychology
Journal Of Experimental Psychology: / Animal Behavior Processes
The Journal of General Physiology
Journal of Organic Chemistry
Journal of Medicinal Chemistry
Journal of Sci. Education & Teaching
Microbiol. and Molecular Biol. Reviews
Microbiological Reviews
Molecular Microbiology
Molecular Cell
Nature Biotechnology
Nature Structural Biology
Nature Genetics
Nature
Neuroscience And Biobehavioral Reviews

Quarterly Review of Biology
Physiology & Behavior
Physiological Reviews
PNAS
Protein Science
Science
Scientific American
Science Education
Trends in Biochemical Sciences (TIBS)
Trends in Genetics
Trends in Parasitology