OCN490 Syllabus

OCN 490 Communication of Research Results, Spring 2018
Mondays 1:30 pm – 3:30 pm
MSB 307

Instructors

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Overview

OCN 490 is designed to provide students instruction in and experience with oral and written presentation of research results. As scientists, you will be expected to report your latest findings in a number of different formats: in presentations at conferences, as seminars to both general and scientifically literate audiences, as testimony at public hearings and informally to one another. This course will prepare you to make several different types of presentations, and to field the resulting questions. We will also address the topics of leadership and careers.
This class has an oral focus designation.

Learning Outcomes

By the end of the semester you should be able to:

- Design and structure an oral presentation for a scientifically literature audience.
- Design and structure an poster presentation for a scientifically literature audience.
- Constructively criticize a research presentation.
- Describe / summarize scientific research in an audience appropriate format/ language to a range of audiences.

Tester Symposium

The Albert L. Tester Memorial Symposium is an annual symposium of student research papers. The 2018 Tester Symposium will be held Wednesday, April 25 through Friday, April 27.

GES Symposium

A thesis presentation is a graduation requirement for the GES program. These presentations are in a 12+3 format (12 minute oral presentation plus 3 minutes for questions).

Class dates, subject matter, and assignments

	Date	Subject	Assignment
1	08 Jan	Class description Oral activity #1: Peer introductions ABT statements / abstracts	Thesis description
	15 Jan	No class - Martin Luther King day	
2	22 Jan	Oral activity #2: Research pitches Oral activity #3: Communication speed dating	Peer review (2 each)
3	29 Jan	Jargon Message box Oral activity #4: Audience identification	Message box
4	05 Feb	Intro to posters and talks include story boarding Oral activity #5: Present message box	Abstract for Tester Symposium due 28 Feb
5	12 Feb	Careers: Ressume and cover letters	
	19 Feb	No class - Presidents day	
6	26 Feb	Careers: GES Panel	
7	05 Mar	Oral activity #6: One word at a time Oral activity #7: What are you up to? Oral activity #8: Mirroring	Find a figure in the literature relevant to work. Prepare to describe why it works/ not works.
8	12 Mar	Oral activity #9: Present figure like/dislike why? Making figures Oral activity #10: group figure/infographic	
9	19 Mar	Oral activity #11: Convergence Oral activity #12: Yes and	Prepare a 4 minute talk with at least 3 slides. Powerpoint allows pre-programmed slide advancing. You need to set the slide timing prior to class
	26 Mar	No class - Spring break	
10	02 Apr	Oral activity #13: 4 minute 'timed' talks	Prepare and print poster
11	09 Apr	Oral activity #14: Dress rehearsal poster presentations	Modify poster as needed for Tester Symposium

	Date	Subject	Assignment
12	16 Apr	Oral activity #15: Ambush interviews Media	Prepare senior thesis presentation (12 minute talk, 3 minutes for questions).
13	23 Apr	Oral activity #16: Dress rehearsal of GES thesis presentation	
14	30 Apr	Oral activity #16: Dress rehearsal of GES thesis presentation	

Grading

Attendance	10
Participation	30
Assignments	20
Poster	20
Dress rehearsal presentation	20
Exam (extra credit)	3

OCN490 Presentation Evaluation Form

Name of person presenting: _____

0=unable to score
1=low score
2=average
3=high score

	0	1	2	3
Is the presentation well organized?				
Does the student deliver his/her presentation clearly and loud enough?				
Does the student use scientific terms clearly and correctly? While avoiding unnecessary jargon?				
Does the student methodically explain her/his scientific problem and address his/her experimental approach to address the problem?				
Are the student's data/results presented and discussed in a logical manner using tables, graphs, etc., effectively? Does the student demonstrate a clear understanding of how data/results fit into the problem's context?				
Does the student's conclusion(s) follow logically and correctly from data/results presented?				
Is the student able to respond to questions from the audience confidently and carefully?				
Does the student understand the questions from the audience, and answers logically, thoroughly, and within the contexts of the experimental results obtained?				
Additional comments				