

Days / Times: Tuesdays 12:30pm – 1:30pm

Location: Fulmer 438

Instructor:
Dr. Rock Mancini
170A Fulmer Hall

Office Hours: By appointment
Phone: 509-335-1144
Email: Rmancini@wsu.edu

Text (Optional): The Craft of Scientific Presentations by Michael Alley

During this class you will be presenting either a research or literature seminar as per your assignment from the department. The course consists of three components:

1. Topic Selection and Abstract

Literature Talks: Choose a topic wisely, discussing it with your advisor and the organic student seminar instructor. You must get approval of the seminar on the attached form from your advisor and the instructor. You can choose a topic in virtually any area of organic chemistry, but no reviews on the topic should have appeared within the last two years, unless there have been significant advances since the review. You can pick a subject that is tangential to your own research project, but it should not be on the same subject as your research project. No student seminar topics of the last three years should be repeated. A list of these topics is available. Current, interesting, and timely topics of interest to a range of students and faculty are ideal.

Research Talks: Title should be brief yet sufficiently descriptive of your research.

Abstracts: Abstracts should be no longer than 1 page and must include: 1. Title, 2. Your name, 3. At least one figure / graphical material, and 4. Two paragraphs summarizing your research / literature review (100 – 500 words). It is highly recommended that you have several of your peers as well as your advisor read over your abstract before submission. **Abstract materials must be delivered to faculty mailboxes by 5pm on the Friday before your seminar.** Dissemination of abstracts can most easily be accomplished by submitting to Stacie Olsen-Wilkes (stacie37@wsu.edu) in Fulmer 305B **by noon on the Friday before your seminar.**

2. Presentation

Presentations must be practiced at least 1 time with your advisor / group prior to the formal presentation. It is highly recommended that you practice as often as it takes to perfect the talk. The benefits of practicing your talk out loud in front of a live audience cannot be overemphasized. Your talk should be 30 minutes long and presented using a graphical format (such as PowerPoint).

Seminar Day Preparations: The previous speaker will introduce you. You should coordinate with the previous speaker to provide information about your background. On the day of your talk, it is your responsibility, prior to your scheduled time, to gather all necessary materials such as projectors, microphone, pointer, and make sure they work. Be prepared for questions during and after your talk. These often serve to clarify unclear points, check further advances in the field, and check your thoroughness in researching your chosen topic.

3. Evaluation

Presentations will be videotaped and you will receive a copy of your presentation. Based on this video, you will be asked to perform a critical self-evaluation of your presentation. You will also be evaluated by the faculty according to the attached rubric. You must contact the **instructor by 5pm on the Friday following your presentation** to schedule a time to follow-up regarding your evaluation.

Authorization Form

Name: _____

Seminar Title: _____

Authorization:

Faculty advisor

Course Instructor

Chem 594 Evaluation Rubric

TRAIT	4	3	2	1
CONTENT				
SUBJECT KNOWLEDGE	Student demonstrates full knowledge by answering all class questions with explanations and elaboration.	Student is at ease with expected answers to all questions, without elaboration.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student does not have grasp of information; student cannot answer questions about subject.
ORGANIZATION	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.
MECHANICS	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Student's presentation has four or more spelling and/or grammatical errors.

VERBAL SKILLS				
ENTHUSIASM	Demonstrates a strong, positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.
ELOCUTION	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of students to hear.
LANGUAGE	Language choices are vivid and precise, could "code-switch" (use a different language form) when appropriate to keep the audience engaged.	Language is appropriate, but word choices are not particularly vivid or precise.	Language choices may be limited, peppered with slang or jargon, too complex, or too dull.	Language is questionable or inappropriate for a particular audience, occasion, or setting. Some biased or unclear language may be used.

NONVERBAL SKILLS				
EYE CONTACT	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.	Consistent use of direct eye contact with audience, but still returns to notes.	Displayed minimal eye contact with audience, while reading mostly from the notes.	No eye contact with audience, as entire report is read from notes.
BODY LANGUAGE	Movements seem fluid and help the audience visualize.	Made movements or gestures that enhances articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.
POISE	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.