

ENTOMOL 7920: Presentation Skills for Scientists

1. Course Description: This course is a seminar for graduate students in science and engineering who are interested in developing and improving their written and graphical communication skills.

2. Instructors: Dr. Mary Gardiner, Dr. Frances Sivakoff, and Dr. Kelley Tilmon

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3. Level and Credits: Graduate, 2 credits

4. Prerequisite: None

5. Days, Times, Locations: Class will meet Fridays from 12:40-2:30. This course will be video-linked between room 334 Kottman Hall (Columbus) and 206 Thorne Hall (Wooster).

6. Syllabus

A. Learning Objectives

As part of this course students will:

Develop a set of communication skills needed to communicate effectively in poster and presentation formats

Gain experience critiquing research information

Learn more about effective communication in college teaching and public outreach

B. Schedule

January 13: Overcoming Speaking Anxiety (Gardiner) AND Perfecting an Elevator Speech (Sivakoff)

January 20: Presentation of 3 Minute Elevator Speeches

January 27: Preparing a Scientific Poster (Tilmon)

February 3: Preparing a 10 minute Scientific Talk (Gardiner)

February 10: Draft Posters Presented for Feedback

February 17: Speaking to the Extension Audiences and the General Public (Tilmon)

February 24: Effective Communication in Teaching (Sivakoff)

March 3: Poster Session: Presentation of Final Draft Posters

March 10: Presentation of 10 Minute Talk Introductions (NO GRADE, FEEDBACK ONLY)

March 17: No Class Spring Break

March 24: Websites, Blogs, and Social Media (Guest Lecture, Emily Buck)

March 31: Presentation of 10 Minute Talk 1 (INTRO GRADED, ½ of CLASS TO PRESENT)

April 7: Presentation of 10 Minute Talk 1 (INTRO GRADED, ½ of CLASS TO PRESENT)

April 14: Presentation of 10 Minute Talk 2 (FULL TALK GRADED, ½ of CLASS TO PRESENT)

April 21: Presentation of 10 Minute Talk 2 (FULL TALK GRADED, ½ of CLASS TO PRESENT)

C. Textbook: No textbook is required. Any assigned readings will be posted on Carmen

D. Evaluation: Your grade will be based off of five assignments and class participation. The assignments are weighted and described below.

Elevator Talks (5%): You will develop and present a 3 minute elevator speech. You will receive a grade based on how well your speech follows provided instructions.

Poster (35%): You will create a research poster focused on your research topic following poster guidelines provided in class. Posters will be hung in a room and presented to the instructors and visitors to our poster session. Note – You will have the opportunity to print a draft version of your poster and receive detailed feedback from peers and instructors prior to the presentation of your final product.

Student 10 Minute Talk Peer Evaluation (10%): Prior to the presentation of Student 10 Minute Talk 1, meet with the other person presenting during your class period at a time that works for both of you outside of class. Each of you should present your full 10 minute talk. You are to provide your partner with feedback on their talk using the class rubric and written suggestions (in comments section). In addition to providing these comments to your partner please scan of your completed rubric/comments and submit it for credit via Carmen.

10 Minute Talk 1 (Intro Graded) (10%): During the class periods labeled 10 Minute Talk 1, you will present your full 10 minute talk to the class. You will be graded on the introduction segment ONLY, but will present the entire 10 minute talk. Introduction evaluation will be based on the rubric components.

10 Minute Talk 2 (Full Talk Graded) (30%): During the class periods labeled 10 Minute Talk 2 you will present your full 10 minute talk to the class. You will be graded by the instructors on your full 10 minute presentation using the class rubric.

Participation (20%): This course relies on peer feedback. Therefore you will receive part of your grade based on your participation. To receive full credit for participation students should attend all class

periods (please contact instructors if you are sick or plan to attend a conference, etc.), provide feedback to peers in class regarding their poster and presentations, and provide a partner review outside of class (feedback given to peer and posted to a class dropbox).

Course Grading Scale: Standard percent scale, no curve. (e.g., 100-93 A, 92-90 A-, 89-87 B+, 86-83 B, 82-80 B-, 79-77 C+, 76-73 C, 72-70 C-, 69-67 D+, 66-60 D).

E. Attendance Policy: Attendance is essential in this course. More than one unexcused absence will result in loss of a full letter from the final grade (e.g., A becomes B, B becomes C, etc.). Excused absences are at the discretion of the instructors, and you must notify the instructors before class in order to be eligible. Please email us in advance if you will not be able to make it to class to obtain an excused absence.

F. Supporting Each Other: Public speaking is a highly personal form of expression. It often makes speakers - even experienced ones - feel exposed and anxious. For people to have the opportunity to improve their speaking skills, the atmosphere needs to be supportive inside and outside of class. Therefore, facilitators and students need to focus on being constructive and encouraging, even while pointing out things that need to be fixed. Sarcastic or belittling comments of any sort will not be tolerated. The goal is to create a “safe” atmosphere where everyone feels comfortable and respected.

G. Academic Misconduct Statement: Students are expected to work independently, including on any take home assignments (but may share resources such as books), and will be held accountable for normally defined situations of academic misconduct (plagiarism, cheating, and other forms of misconduct as defined by the university). Such misconduct will not be tolerated in this course. According to Faculty Rule 3335-31-02, Academic Misconduct is defined as any activity which tends to compromise the academic integrity of the institution or subvert the educational process. Please see the Student Resource Guide or the instructor if you have questions about this policy.

H. Disability Statement: If any student feels that she/he may need an accommodation based on the impact of a disability as documented through the Office for Disability Services (614-292-3307 in room 150 Pomerene Hall), we will work diligently to coordinate reasonable accommodations for students with such documented disabilities.