

**COMMUNICATING SCIENCE****Biology 5010FA Graduate Seminar****COURSE OUTLINE FALL 2010**

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**Lectures:** Friday, 11:30 am – 2:30 pm  
AT 2003

**Course Objectives – *What will you learn?***

*During this course you will ...*

- develop skills to present scientific information in different formats addressing varied audiences.
- apply information from lectures and textbook to organize your thoughts and ideas for effective written and oral communications.
- become comfortable in discussing issues relating to different areas of biological sciences.
- learn how to critically and fairly evaluate the presentation of a piece of scientific work.
- appreciate the breadth and depth of fields in biology by approaching all sessions with an analytical mindset and asking questions on issues you find interesting.
- improve and expand your critical understanding of major concepts in the biological sciences.

*By the end of this course you will be comfortable in ...*

- organizing your thoughts to structure your thesis and research publications, asking the relevant scientific question(s), developing the necessary research protocols, record and analyze and interpret data to arrive at conclusions.
- attending scientific presentations, seminars, asking questions, participating in discussions and exchanging scientific ideas.
- giving your own oral presentations.
- evaluating scientific papers and reports.

**Course Structure – *How will you learn?*****Introductory lectures**

At the beginning of the semester there will be 2-3 introductory lectures by the instructor emphasizing i) the need for scientific communication, ii) scientific methods, iii) the general structure and content organization of a thesis, research proposal preparation and oral presentation of thesis proposal.

**Biology retreat**

Each year in the fall the new graduate students along with previous years graduate students and selected upper level undergraduate students organize a two-day retreat at Kingfisher field centre consisting of brief indoor oral presentations followed by nature walks, canoeing and short field trips in the nearby forests and lake. This provides an opportunity to meet the fellow students and faculty and discuss science in a relaxed and informal setting.

**Attendance and participation**

Class time will provide students with the opportunity to discuss major themes in the Biological Sciences. Participation is the lifeblood of this course and students are expected to contribute positively. Please come to class prepared to discuss the week's assigned readings or contribute to the discussion of a seminar presentation.



*Refer to chapter 18 of textbook.*

**Oral presentation**

Each student will give one oral presentation (approx. 30 minutes). For most students, this will be their thesis proposal as required for the MSc program in Biology. If you have already presented a thesis proposal, the presentation should cover a summary of your research progress. Please sign up in advance for these presentations.



*Refer to chapters 13 to 16 of textbook.*

**Summary of a speaker presentation and critique:** Students are required to familiarize themselves with the subject matter of upcoming seminar presentations (from the presenters' own synopses) before class. Following the seminar, the guest speaker meets separately with the BIOL-5010 class to discuss questions and other items brought forward by the students. **\*\*Two-page summary of presentation and discussion to be submitted for evaluation. Note that participation is also evaluated\*\***



*Refer to chapters 7 to 11 of textbook.*

**Guided journal club group exercise:**

Students will be provided with a journal article in advance as chosen by the guest presenter, and are required to prepare for discussion ahead of class. The presenters will use the article to illustrate an area of special interest in their research highlighting the most salient concepts. The presenter and students will discuss the article and its contribution to science together. **\*\*Two-**

page summary of presentation and discussion to be submitted for evaluation. Note that participation is also evaluated.\*\*

### **Reflection**

At the end of each semester, you will submit a paper reflecting on your course experience. The evaluation will be based on your ability to identify relevant issues, in-depth reasoning (i.e. giving specific examples) and suggestions for improvements.

You should work towards this paper throughout the semester. Keeping a small notebook to chronicle your thoughts might be helpful. Consider the following questions:

- What have you learned so far?
- What did you like and why?
- What did you not like and why?
- Is the course achieving the objectives stated? Why or why not?
- What areas would need more attention? Why and how?
- Are you satisfied with your own contributions to the course? Why or why not? What are your plans for improvement?
- How did your course experience change throughout the two semesters?

*Please remember, this is a graduate course, where a high level of critical thinking and analysis is required.*

### **Textbooks and Resources**

#### **Required textbook**

Davis, M. 1997. Scientific papers and presentations. Academic Press, an imprint of Elsevier Science, San Diego, Ca. Available in the book store.

#### **Recommended additional books, available on reserve in the library**

Day, R.A. 1998. How to write and publish a scientific paper. Oryx Press, Pheonix, AZ. Call-#: T 11 D33 1998 (also available as E-book on-line)

Briscoe, M.H. 1996. Preparing scientific illustrations: a guide to better posters, presentations, and publications. Springer, New York, NY. Call-#: Q 222 B75 1996

Scientific style and format: the CBE manual for authors, editors and publishers. Cambridge University Press, New York. 1994. Call-#: Z 250.6 B5C8 1994 (Paterson Reference, Main Floor, non-circ.)

#### **Additional Readings**

“How to Be a Good Graduate Student” by Marie desJardins. 1994. Available on the WWW at: <http://www.cs.indiana.edu/how.2b/how.2b.html>

More suggested readings and assigned readings will be distributed throughout the course.

## Fall 2010 Schedule

### Sept 10: Introduction and Biology Retreat planning

At the introductory lecture aims and objectives of the course will be discussed including the need and modes of scientific communication, course structure, expectations and evaluation criteria. Dates for thesis proposal presentations will be chosen. Possible dates include November 12, 19 and 26, 2010. Consider a primary and backup date before arriving in class.

The students will be introduced to the TA and he will discuss the details on the annual Faculty of Biology Retreat. Tasks for the weekend (eg: cooking, grocery shopping, etc.) will be chosen. Participation in the weekend's activities contributes 15% to the students' final grades and should be taken seriously.

### Sept 17

There will be a brief class on September 17, 2009 to discuss any last minute details prior to leaving for the retreat. Helpful literature regarding effective abstract writing will be distributed in class. Students are asked to review the material prior to class on September 25, 2009.

### **Sept 18-20. Biology Retreat**

**Sept 24. Research Seminar:** Seminars will involve presentations in class given by speakers mostly external to the University. Students are encouraged to take good notes and to pay close attention, as they will be required to raise a concise and thoughtful critique of the speaker's presentation. See Seminar critique marking scheme for details. Additionally, each student will be evaluated on (TWO) questions they ask the speaker and include in their critique.

**Seminar speaker:** Dr. Tim Craig, Department of Biology, University of Minnesota, Duluth.

**Title:** TBA

### Oct 1 Lecture

The first half of the class will consist of a lecture while the second will involve writing Abstract from a paper presented at the class followed by a discussion on the presentation of student's abstracts in power point.

### **Oct 8. Research Seminar**

**Seminal speaker:** Dr. Vince Palace, University of Manitoba.

**Title:** The effects of environmental toxicants on vertebrates.

**Oct 15. Lecture and Abstract presentations:** After a short lecture there will be presentation of students abstracts synthesized and discussed in the previous classes. Presentations will be in PowerPoint form and be no longer than five minutes. Emphasis here is on the excision, compression and iteration of the research question(s), highlights of main results and their significance of the research paper examined.

### **Oct 22 Journal Club: Dr. Rob Rempel, CNFER**

Students will participate in an interactive presentation provided by a guest speaker. Students are asked to familiarize themselves with the paper to be discussed *beforehand* as thoughtful discourse, rather than a lecture, is the aim of the exercise.

**Oct 29. Research Seminar****Seminar speaker:** TBA (Possibly Dr. Greg Pyle's colleague, Ottawa)**Title:** TBA**Nov 5. Seminar:** TBA (Possibly Dr. Dave Kreutzweiser, Canadian Forest Service, Sault Ste. Marie)**Title:** TBA**Nov 12 Thesis proposal presentations**

As part of the fulfillment of the requirements of the M.Sc. Biology program at Lakehead University, each student is required to present, publicly, a thesis proposal wherein the student describes their research intent and demonstrates *why* their research is novel and worthwhile. While the thesis proposal does account for a large part of a student's final grade, it represents, more importantly, an opportunity to receive valuable feedback on the research topic in question. Dates for thesis proposal presentation will be chosen on the first day of class.

**Nov 19 Thesis proposal presentations****Nov 26 Thesis proposal presentations****Marks Breakdown**

Biology Retreat	15%
Abstract Writing Exercise and Presentation	10%
Seminar Critiques (4 X 10%)	40%
Journal Club	10%
Thesis Proposal	20%
Reflections	5%
Attendance	<u>5%</u>
	100%

## Biology 5010: Communicating Science

**Abstract Writing Exercise PART I**

Student Number: \_\_\_\_\_

Students will synthesize an abstract based on the article provided. As a guide, refer to the material you received in class 1 (Sept 11) outlining the effective writing of an abstract. The style in which you choose to design your abstract ('paragraph' or 'categorical') is up to you. Ideally, you should select a style consistent with publications in your given field of research.

*While flexibility does exist in this exercise, there are certain "essentials" which must be present: (a) coverage of the key concepts/themes/etc., (b) a logical presentation of salient material, and (c) clear and concise writing. Feel free to contact your teaching assistant for comments or suggestions on your abstract prior preparing your presentation for next week.*

*Good Luck!*

Criteria	Max Mark	Given Mark	Justification (details on reverse)
Coverage of key concepts/themes/ideas/etc.	3		
Logical structure	3		
Clear and concise writing	2		
Spelling, formatting, etc.	2		
<b>Total</b>	<b>10</b>		

Biology 5010: Communicating Science

**Abstract Writing Exercise PART 2 (Presentation)**

Student Number: \_\_\_\_\_

Students will prepare a brief (3-5 minute) PowerPoint presentation wherein they shall discuss the abstract they have written. The presentation should NOT be a reading of the written abstract. Rather, it should highlight elements you, the author, deem necessary for a thorough understanding of the research paper you've examined. The intent here is to familiarize students with presenting before an audience of peers.

*While flexibility does exist in this exercise, there are certain "essentials" which must be present: (a) coverage of the key concepts/themes/etc., (b) a logical, clear and concise presentation of the material, and (c) evidence of appropriate preparation. Feel free to contact your teaching assistant for comments or suggestions on your abstract prior to preparing your presentation. Good Luck!*

<b>Criteria</b>	<b>Max Mark</b>	<b>Given Mark</b>	<b>Justification (details on reverse)</b>
Coverage of key concepts/themes/ideas/etc.	3		
Logic structure and thoughtful slide design	3		
Voice projection, overall practice	2		
Ability to answer questions	2		
<b>Total</b>	<b>10</b>		

Biology 5010: Communicating Science  
**Marking Scheme for Seminar Speaker Critiques**

Student Number: \_\_\_\_\_

<b>Criteria</b>	<b>Max. Mark</b>	<b>Mark Given</b>	<b>Justification (details on reverse)</b>
Identify the presentation's hypothesis, central question(s), or issue(s)	3		
Discuss the approach taken to test the hypothesis or address the question/issue	1.5		
How well did the evidence (data or logic) support the hypothesis, question, or issue? (i.e. are there elements that you feel were missing/ignored/etc?)	1.5		
How was the presentation's delivery? For example: - Visuals, use of technology - Rapport with the audience - Balance of breadth and depth - Audience-appropriate level of detail - Overall impression	1.5		
How did the speaker handle questions?	0.5		
What did you learn? What was surprising to you about this presentation? What appears to be the next stage/step, topic of inquiry for this speaker? What would you like to see this researcher do next?	1.0		
Spelling, formatting, etc.	1.0		
<b>Total</b>	<b>10</b>		

Biology 5010: Communicating Science  
**Marking Scheme for Guided Journal Club Abstract**

Student Number: \_\_\_\_\_

While there are numerous styles of abstracts encountered in the literature, this exercise will focus on the ‘paragraph’ style. Depending upon the Guided Journal Club you’ll be writing about, your abstract will likely include the paper’s “question”, “objectives”, “methods”, “results”, “conclusions” etc. Note that in the ‘paragraph’ style, headings are absent, forcing the author to concisely and thoughtfully tie one idea into the next to achieve logical flow. The abstract should be continuous and void of any breaks.

*Some things to examine your completed abstract for: (a) coverage of the key concepts/themes/etc., (b) evidence of a logical approach to reporting on the Guided Journal Club presentation and discussion, and (c) clear and concise writing. Feel free to contact your teaching assistant for comments or suggestions on your abstract prior to submission. Good Luck!*

<b>Criteria</b>	<b>Max. Mark</b>	<b>Mark Given</b>	<b>Justification (details on reverse)</b>
Coverage of key concepts/themes/ideas/etc.	3		
Logical structure	3		
Clear and concise writing	3		
Spelling, formatting, etc.	1		
<b>Total</b>	<b>10</b>		

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**Thesis Proposal Defense Assignment Marking Scheme****Student Number:** \_\_\_\_\_**Name:** \_\_\_\_\_

<b>Criteria</b>	<b>Max. Mark</b>	<b>Given Mark</b>	<b>Justification (details on reverse)</b>
Clarity of the context, research question(s), hypotheses Appropriate depth of research	<b>6</b>		
Organization of the material, logical use of legible visual aids/illustrations	<b>6</b>		
Style of delivery, enthusiasm	<b>4</b>		
Ability to generate interest	<b>2</b>		
Answering questions	<b>2</b>		
<b>Total</b>	<b>20</b>		

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**Marking Scheme for Reflections**

Student Number: \_\_\_\_\_

BIOL 5010 benefits greatly from the input of students. This final exercise is an opportunity for you to provide feedback which will ultimately be used in the design of next year's class. Here, more than anywhere else, there exists room for you to be creative. Keep in mind though, that it is important to provide **specific examples** to support your position. **Many Thanks!**

<b>Criteria</b>	<b>Max Mark</b>	<b>Given Mark</b>	<b>Justification (details on reverse)</b>
Discuss some of the skills you've acquired/improved upon in the class. Are you satisfied with your contribution to the class?	2		
What worked well in the class? What would you have done differently?	2		
What would you have added to the class to improve it?	2		
Use of appropriate, detailed examples (from the class) to justify your position re: the above	1		
Spelling, grammar, formatting, etc.	1		
<b>Total</b>	<b>10</b>		