

VME 6937L College of Veterinary Medicine Graduate Seminar Series

SEMESTER: SPRING 2024

CREDIT HOURS: # 1

GRADING SYSTEM: A-E GRADING

Course Coordinator

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Course Description

This course is a forum for UF graduate students and faculty to exchange information that can advance animal health, human health, and environmental health.

Outcomes

After successful completion of this course, students will be able to:

1. Increase their ability to communicate their scientific ideas and data concisely and cohesively via oral presentations.
2. Improve their presentation and communication skills by explaining in non-academic language their research to peer students and faculty in different disciplines, within three minutes.

Course Schedule and Format

All classes will be held in Lecture Hall A. The seminars will be broadcast on Zoom to others in the college.

<i>Date</i>	<i>Presentation Titles and Presenters</i>	<i>Faculty</i>
Week 1	Course Introduction and Overview	
Week 2		
Week 3		
Week 4		

<i>Date</i>	<i>Presentation Titles and Presenters</i>	<i>Faculty</i>
Week 5		
Week 6		
Week 7		
Week 8		
Week 9		
Week 10		
Week 11		
Week 12		
Week 13		
Week 14	3MT Presentations	

Oral Presentations

Students can prepare and deliver oral presentations followed by questions and general critiques about the presentation. The presenter will prepare a written summary of her/his presentation (title, name of presenter, and 3-5 sentences with a brief synopsis of the presentation) for circulation among students, faculty, and staff before the seminar. The summary should be sent via email to the course directors the week before the scheduled seminar.

Seminar presentations can include (i) systematic reviews on selected research topics; (ii) literature review and research plans considered in PhD or MSc research projects by the student; (iii) preliminary or final results produced by the student as part of her/his PhD or MSc research project; or (iv) other topics approved by the course instructor(s). These presentations will be **10 min** followed by 10 min for questions and critiques. There will be two presenters per week. Please read the grading rubric at the end of the syllabus to understand how to grade your presentations.

Attending instructors, peer-students and faculty will complete an Oral Evaluation Form (example on canvas site) to provide feedback to the presenter. These forms are required and graded.

General guidelines for organization of oral presentations:

1. Present yourself and the topic (title) of your presentation.
2. Give a brief synopsis of your presentation to let your audience know what you will be presenting.
3. Introduction: Give pertinent background, pertinent previous work, and justification for the present study. What is the greater importance of this work? Why does the audience care?
4. Objectives: A clear statement of the general and specific objectives of the study.
5. Methods: Tell what you did and how you did it.
6. Results and Discussion: Tell the audience what happened! Present at least two tables and/or graphs of data. You can discuss your study findings using the same slide(s) used to present your study results.
7. Conclusion: Wrap-up your talk. You can use one or more slides (e.g., one for each study objective) to summarize your work and findings. What does it all mean?
8. The Question & Answer session. You and your mentor can prepare a list of questions that you anticipate members from the audience can ask. You should also prepare a short answer (e.g., one minute) for each question. Before you answer, you can repeat the question to the audience, so attendees seating at the back of the room can hear the question. This action will give you few

seconds to think how you will respond. If you did not understand the question, you can request your peer to repeat the question.

Additional tips:

- Review the Oral Evaluation Form that peers will use to evaluate your presentation and plan accordingly.
- Make eye contact with your audience.
- Avoid reading from the projector/computer screen.
- Avoid slides that contain too much writing or data.
- A slide with 50% white background 50% text or data are easy to read.
- Practice your presentation beforehand a few times in front of a few classmates.
- Finish on time.
- Relax and smile.

3-minute thesis (3MT):

As part of the course, registered students will be asked to provide a Three Minute Talk (3MT) presentation in addition to a 10-minute seminar. The 3MT presentations will all be presented on the final week of the class. Effective communication of our research to a lay audience is one of the biggest challenges facing academia, and this is a critical training step in honing such skills. Rules and judging criteria used by the UF Graduate School will be used to provide feedback, but will not be included in the final grade: <http://graduateschool.ufl.edu/about-us/events/3mt/>

Rules:

- A single static PowerPoint slide is permitted (no slide transitions, animations or movement of any kind).
- No additional electronic media (e.g., sound and video files) are permitted.
- No additional props (e.g., costumes, musical instruments, laboratory equipment) are permitted.
- Presentations are limited to 3 minutes maximum and competitors exceeding 3 minutes are disqualified.
- Presentations are to be spoken word (e.g., no poems, raps or songs).
- Presentations are considered to have commenced when a presenter starts their presentation through movement or speech.
- The decision of the adjudicating panel is final.

Judging Criteria for 3MT

Each of the three judging criteria has equal weight. Note what each criterion has in common: an emphasis on the audience.

- Communication style: Was the thesis topic and its significance communicated in language appropriate to an intelligent but non-specialist audience?
- Comprehension: Did the presentation help the audience understand the research?
- Engagement: Did the presentation make the audience want to know more?

Required Textbooks and/or Course Materials

Required or optional reading material will be distributed to students before the seminar presentation.

Methods of Evaluation

Attendance Policy, Class Expectations, and Make-Up Policy

Class attendance is required. Absences from class must be arranged with as much advance notice as possible with course instructors. Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>) and require appropriate documentation. Additional information can be found at the following link: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Evaluation of students for grade will be performed according to the following rubric.

An oral presentation evaluation form (scorecard) (attached) will be completed by peer students and other seminar attendees to provide feedback to the presenter.

Class Presentation (45 points)	10 (Excellent)	7-9 (Proficient)	5-6 (Fair)	0-4 (Poor)
Quality of Content	Student demonstrates a clear understanding and detailed mastery of the content of the presentation, without using undefined jargon	Student is proficient with the content, but does not provide adequate details at several points and uses undefined jargon	Student appears to be uncomfortable with the information that is presented and uses jargon that is often misunderstood	Student does not have a good grasp of the information that needs to be conveyed
Organization of content	Student presented all the key elements of a presentation in a clear, logical and interesting manner	Student presented all the key elements of a presentation in a clear and logical manner	Student presented most of the key elements of a presentation in a somewhat logical sequence but the audience has some difficulty following the topic	Audience cannot easily understand the topic or follow the presentation
Delivery of content	Student used a clear voice and correct, precise pronunciation and /or annunciation of terms, demonstrating eye contact and engagement of the audience	Student used a clear voice and pronunciation and/or annunciation of terms is largely correct, with some eye contact	Use of a clear voice and eye contact is inconsistent	Audience could not hear the student and remain largely unengaged by the student
Quality of slides (spelling, visual clarity, level of detail, etc.)	Student followed all of the key guidelines presented by the instructor in the preparation of the slides (lecture 1)	Student followed all of the key guidelines presented by the instructor in the preparation of the slides, but some slides were more crowded than others	Student followed most of the key guidelines presented by the instructor in the preparation of the slides	Student did not follow any of the guidelines of the instructor (Lecture 1)
Ability to answer questions	Student demonstrates a clear understanding of the question that was asked and answered appropriately	Student understood the question that was asked but the answer was incomplete	Student may not have understood the question that was asked, failed to ask for clarification but provided an answer nonetheless	Student may not have understood the question that was asked, failed to ask for clarification and did not try to provide an answer
3MT (10 points)	10 (Excellent)	7-9 (Proficient)	5-6 (Fair)	0-4 (Poor)
3-MT	Student provided a clear three minute, compelling overview using a single slide within the time limit	Student provided a clear three minute, overview using a single slide within the time limit	Student provided a three minute overview using a single slide but went over the time limit	Student did not provide a clear three minute, compelling overview using a single slide within the time limit

Class Participation (45 points)	10 (Excellent)	7-9 (Proficient)	5-6 (Fair)	0-4 (Poor)
Score sheets (22.5)	Student provided a complete score sheet with constructive comments for the speaker	Student provided a complete score sheet with no comments for the speaker	Student submitted an incomplete scoring sheet	Student did not submit a score sheet
Engages presenters with questions (22.5)	Student asked both primary and follow-up questions of the speaker consistently in every class	Student asked primary and sometimes follow-up questions of the speaker	Student asked a question of the speaker at least 3 times during the semester	Student never asked any questions

Grading Scheme

Course grades will be assigned based on the following grading scheme. This grading scale is **final**.

Grading will be assigned based on the point system below. More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Letter Grade	Percentage
A	92-100%
B+	89-91%
B	80-88%
C+	75-79%
C	70-74%
D	61-69%
E	< 60%

Course Policies

This course will be delivered in-person in Lecture Hall A to all students basis. Faculty who are lecturing in the classroom will be required to wear a mask. The group of students who attend physically each day will follow physical distancing and masking requirements. Eating or drinking while in the classroom during lecture is prohibited.

Face-to-Face Learning Policies:

In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.

- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>), please use the UF Health screening system (<https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/>) and follow the instructions on whether you are able to attend class.
 - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

Students with Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting www.disability.ufl.edu/students/get-started. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. **Students in UF Health Sciences programs should be mindful that unique course accommodations may not be applicable in a clinical, fieldwork or practicum setting. Thus, planning a semester in advance with the DRC Health Sciences Learning Specialist, Lisa Diekow ldiekow@ufsa.ufl.edu, is highly encouraged.**

The DRC is located on the main UF campus. ASA (Office for Academic and Student Affairs) works closely with the DRC to ensure student accommodations are met in the classroom and during exams. Melissa Cox in ASA assists in coordinating exams and meeting recommended disability-related requirements for students with accommodations (melissacox@ufl.edu).

Course and Instructor Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available on the [GatorEvals Webpage](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via the [Online Platform](#). Summaries of course evaluation results are available to students at the [GatorEvals Public Results Webpage](#).