

# CHEM 5195/6195: Graduate Seminar

## Fall 2022

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In-person Class: CCSB 1.0204

Office Hours: After appointment

Time: Mon, 4:00 – 5:50 pm

Email is the best way to reach us. Please allow us 48 hours to respond, and then send a *polite* reminder.

### COURSE DESCRIPTION

CHEM 5195/6195 is a course intended to develop the students' aptitude in giving an organized and logical oral presentation of chemical sciences to peers, faculty members, or research funding sources. Students will learn and develop their skills in selecting a topic, researching the topic, critically analyzing the area, organizing the data, as well as presenting them to a scientifically knowledgeable audience that does not necessarily have in-depth expertise in this particular area of chemistry. Students will also acquire an overall understanding of the principles of seminar-based scientific communication, asking questions, defending the data or proposal, as well as participating in discussions and seminar etiquette.

**Curriculum:** To meet the above objective, we will cover and practice skills in:

- Researching and critically analyzing a topic or a literature paper
- Outlining a presentation
- Assembling a power point presentation
- Oral presentation techniques
- Presentation practices and clock management

**Format:** The first lecture will give pointers regarding how to prepare and practice scientific seminars. Subsequently, each student will prepare and do two presentations (P1 and P2) on scientific article related to their research choice. First presentation (P1) will be 15 mins followed by 5 mins of discussion and questions. Every student will provide detailed feedback on each presentation of the day by mid-night. A structured rubric for feedback will be provided to students prior to the presentations. The presenter will receive combined feedback from their peers and from the faculty on the day after their presentation. The second presentation will be on another research article of the student's choice (15 min + 5 min). Students are expected to incorporate feedback from P1 into P2. The second seminar might have some invited guests (faculty members & post-doc researchers). During P2, each student will also function as the host for introducing the speaker and moderating the Q&A session. Discussion with potential research advisors on choosing the scientific articles is highly encouraged.

Both rounds of presentations will have 3 presentations per class. The course will conclude through an open discussion regarding the course and whether the learning objectives were met or not.

## Course Evaluation

### Grades

Below 50 F	50 – 59.9 D	60-69.9 C	70-79.9 B	80-100 A
<b>Note:</b> Learners need to obtain a grade of C or better to pass this class				

### Distribution of points:

The following table broadly outlines the components that contribute to your course grade. This scheme subject to revision as need be and with posted announcements of changes.

Course Component	Percentage
Class participation	10
Feedback to peers	20
Class presentations	65
Attendance	5

Students will be graded based on their participation in the discussions after each presentation (10pt), the thoroughness of the feedback they give to their peers (20pt), presentations in class (65pt, higher importance will be given to how well you analyzed/researched the topic/paper), and attendance (5pt, 1 excused absence allowed).

### Of the 65 Pt for the presentations:

Performance of the 1st round of presentation (P1), 15 pts  
Average of peer evaluation (10 pts) + instructor score (5 pts)

Performance of the 2nd round of presentation (P2), 50 pts  
Average of peer evaluation (20 pts) + instructor score (30 pts)

### Schedule:

Aug 22: Get to know each other  
Aug 29: How to prepare and deliver a seminar  
Sept 12: How to search, read, paraphrase papers. Guest Speaker Dr. Liz Day  
Sept 19: P1  
Sept: 26: P1  
Oct 3: P1  
Oct 10: P1  
Oct 17: P1  
Oct 24: P2  
Oct. 31:P2  
Nov 7: P2  
Nov. 14: P2  
Nov. 21: P2

Nov. 28: Discussion

## **Policies**

### **Community Agreement**

The expectation in this course is that learners participate in course activities and discussions with mutual respect. Participation in this course—whether as an individual or within team-based activities—will be expected to follow our mutually-agreed framework for how we would like to be treated by one another in this course. Examples of our expectations would be offering undivided attention to the person speaking, claiming and distinguishing your opinions, sensitivity to sociocultural context, and disagreement without disrespect.

### **Absences**

Given the flexible format, absences will be considered “unexcused” if the corresponding engagement point opportunities are not turned in by their deadlines. After 3 unexcused absences you will be asked to meet with Dr. Banda or Dr. Koculi. After the 4th unexcused absence, you may be dropped from the course. If your absence is necessary, please contact Dr. Banda or Dr. Koculi ahead of time to discuss.

### **Tardiness**

If you are late arriving to an in-person lecture, please enter quietly so as not to disturb others; any missed engagement points are not available to make up. If you are 10 or more minutes late for workshop, points may be subtracted from your daily attendance score.

### **Syllabus Change Policy**

This syllabus is a guide for the course and is subject to change without advance notice.

### **Reference & Studying Materials:**

- Introduction to Giving a Seminar (Prof. Rich G. Carter, Oregon State University)  
[http://oregonstate.edu/dept/chemistry/carter/sites/default/files/theses/seminar\\_guidelines.pdf](http://oregonstate.edu/dept/chemistry/carter/sites/default/files/theses/seminar_guidelines.pdf)
- Seminar on Seminars: How to Give A Talk (Prof. Kenneth S. Suslick, Univ. of Illinois)  
<http://www.scs.illinois.edu/suslick/seminars.html>
- The ACS Style Guide - Effective Communication of Scientific Information  
<http://pubs.acs.org/isbn/9780841239999>
- The Craft of Scientific Presentations, Michael Alley, Springer - Verlag, New York, ISBN: 0387955550, Publication Date: 2008
- Edward R. Tufte “Envisioning Information,” “The Visual Display of Quantitative Information,” “The Cognitive Style of PowerPoint: Pitching Out Corrupts Within”
- Mark Schoeberl and Brian Toon  
[http://www.cgd.ucar.edu/cms/agu/scientific\\_talk.html](http://www.cgd.ucar.edu/cms/agu/scientific_talk.html)
- Prog Clin Biol Res. 1989;319:663-4. How to give a scientific talk., New York., PMID: 2622932 [PubMed - indexed for MEDLINE]
- How to give a dynamic scientific presentation  
<https://www.elsevier.com/connect/how-to-give-a-dynamic-scientific-presentation>
- Scientific presentations: A cheat sheet  
<http://blogs.nature.com/naturejobs/2017/01/11/scientific-presentations-a-cheat-sheet/>

### **Excused absences and/or course drop policy**

According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of “W” before the course drop deadline and with a grade of “F” after the course drop deadline.” See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if we find that, due to non-performance in the course, you are at risk of failing, we will drop you from the course. We will provide 24 hours advance notice via email.

### **OR**

We will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let us know and then contact the [Registrar’s Office](#) to initiate the drop process. If you do not, you are at risk of receiving an “F” for the course.

### **Incomplete grade policy**

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

### **Accommodations policy**

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services \(CASS\)](#). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the [CASS portal](#).

### **Scholastic integrity**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

### **Copyright statement for course materials**

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

### **COVID-19 PRECAUTIONS**

Please stay home if you (1) have been diagnosed with COVID-19, or (2) are experiencing COVID-19 symptoms. If you are feeling unwell, please let us know as soon as possible. The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit [epstrong.org](http://epstrong.org)

**Course Resources:** Where you can go for assistance

UTEP provides a variety of student services and support:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.