Educational Goals:

A successful career in nutrition research will require that you be able to evaluate your scientific research and then communicate that information effectively to other nutrition researchers. To do this you must be able to understand and organize information and you will then have to present that information in an interesting way. The fundamentals of effective public speaking are not difficult to understand. However, mastering those fundamentals requires practice. This course is designed to provide you with clear guidelines for effective oral communication of scientific and health information and an opportunity to put those guidelines into practice. Thus the educational goals for this semester are:

1) To enhance your critical thinking skills;

2) To develop and enhance your oral communication skills for presenting data to working scientists

3) To enhance your ability to make effective visuals for presentations

Course Requirements:

You will work in groups of 3 to 4 people for each of the presentation assignments that follow. This does not mean that each presentation is a group presentation. Rather as a group, you will work together to help each person develop an individual presentation. This means that you will help each other to effectively utilize the presentation elements that we discuss in class. Group effectiveness is measured by the quality of the individual presentations. **As a result, a group grade of 10% of your final grade will be given based upon the quality of individual presentations made by the group members.**

1) Project 1: 12 minute presentation of a scientific paper

You will select one research paper on a subject that interests you. **Give the paper to Dr. Teegarden on January 16, 2002.** The paper must have at least four data tables or figures (baseline data does not count). There are no restrictions regarding the scientific
approach used for the papers (e.g. molecular biology, epidemiology, and clinical research are all equally acceptable). However, Dr. Teegarden must approve the research paper. You will present the data in the paper as if it were your own. The style of this presentation is that of a national science meeting. During sessions 3 and 4 we will work as a group to prepare a similar presentation using the following paper:


Read this and be ready to discuss this in detail by the THIRD class meeting.

The basic format of presentation I is: (10-12 slides total)

I. Title
   Provide a clear and concise title for your presentation. List your name, your degrees, and your affiliation (e.g. Ph.D. students: Interdepartmental Program in Nutrition at Purdue University)

II. Introduction
   In this section you provide the background context for the research that will follow. You must assume that the audience already has a background in the subject area. (2 minutes/ 2 slides)

III. Hypothesis/Specific Aims
   This is a statement that explains why the study was done and what the experiment was attempting to show (1 min/ 1 slide)

IV. Research Design and Methods
   This is a summary of the experiments, their design and the methods used for analysis. If a single clinical trial is being conducted there may be several slides for this purpose. This would then be followed by the results (see next section). If several independent experiments were conducted, it may be more effective to show each one as a module (Methods-results 1, methods-results-2, etc). Regardless, unless the method is obscure, you must assume that the audience understands it and you will NOT describe the methods in detail (However, you must understand the methods in detail).

V. Results
   This is a summary of the most important findings of the experiments. You may need to be selective. You will probably have to reorganize the data into a format that is different from what is reported in the paper (e.g. you may need to convert a table to a figure, you may only want to report the effects that are statistically significant).

VI. Discussion
   This is a summary of how the results relate to the hypothesis or specific aims. Relating the results to a model can be very effective.

VII. Conclusions
   This is a statement that clearly reveals what you think the data means.

I will expect to see a draft version of your presentation two weeks prior to your presentation date. This will account for 25% of your grade for this
You must provide an electronic version of your presentation to Dr. Teegarden by 5 pm the evening BEFORE your presentation date.

The oral presentations will be presented three at a time in the format of an oral session at a scientific meeting. You will be introduced by me, you will have 12 minutes for the presentation – a bell will sound at 10 minutes as a reminder that your time is ending. Afterwards we will have 3 minutes of questions from the audience on the topic of the paper.

After the presentation there will be a brief discussion of the presentation style by the group. This discussion will be based upon the presentation review form that you have been using for FN695. It is intended to be constructive and professional.

2) Project 2: Creating a poster presentation for a scientific meeting

Using the paper you selected from paper 1, you will re-organize the material to create a poster presentation. Poster presentations are frequently used in scientific meetings. They must both stand alone (i.e. anyone should be able to understand them without your help) and they must serve as the basis for a presentation of the material by you (i.e. as a guided tour through the information.)

The same sections used above from the oral presentation are also used for a poster presentation. However, the level of detail and they style of presentation are distinct. For example, figure legends are used in poster presentations while they are not used in oral presentations. Also, more detailed methods can be presented in a poster because a person can choose to read them (or not).

We will discuss the format, use of text size, and use of color enhance a poster presentation. We will discuss two styles of poster: individual panels mounted on colored poster board and a single printed sheet.

I will expect to see a draft version of your poster two weeks prior to the poster session. This will account for 25% of your grade for this assignment (10% of your semester grade).

At the end of the semester we will have two poster sessions where you will post your presentation and students will examine and discuss the poster with you. Others in the department may be invited for this exercise.

3) Participation:

Following the presentations and during the poster sessions, the class will have the opportunity to make comments about the presentation to help their classmate improve their presentation skills. The presenter can also ask questions of the class to help improve their presentation. These comments should be made in a professional and constructive manner.
You are expected to actively participate in discussions and question and answer periods following presentations. These presentations are not a one-way dissemination of information but are intended to be interactive. Active participation means (in part): attentive listening, respectful questioning of the presenter on confusing or controversial issues, suggesting alternative interpretations or pointing out discrepancies. Throughout your career, you will be expected to ask questions and speak up in seminar presentations. This class provides you with an informal environment for you to begin to test your skills in this area. Expect that the instructor will call on you to ask questions.

Attendance is mandatory. If you need to miss a class, please speak with the instructor. Unexcused absences will compromise your grade.

Grading: %
Oral Presentation 40
(10 % for draft)
Poster Presentation 40
(10 % for draft)
Group work 10
Participation 10
Total 100

Policies:
• Neither Purdue University nor this instructor discriminate on the basis of race, religion, color, sex, age, national origin, handicap, or disabled status.
• Dishonesty (cheating, plagiarism, or providing false information) will not be tolerated in this course and will subject the student(s) involved to disciplinary action and/or failure in this course.
• Discrimination, harassment, or intimidation of any person for any reason will not be tolerated in this class.
**FN 694 Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/9</td>
<td>Introduction; Defining what makes a good presentation</td>
</tr>
<tr>
<td>2</td>
<td>1/16</td>
<td>Defining what makes a good presentation continued <em>(Students submit research paper for first presentation)</em></td>
</tr>
<tr>
<td>3</td>
<td>1/23</td>
<td>Example: 12 minute research presentation Creating a presentation: Identifying essential content elements</td>
</tr>
<tr>
<td>4</td>
<td>1/30</td>
<td>Creating a presentation: Delivering the finished product</td>
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<tr>
<td>5</td>
<td>2/6</td>
<td>Student presentations for assignment 1</td>
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<tr>
<td>6</td>
<td>2/13</td>
<td>Student presentations for assignment 1</td>
</tr>
<tr>
<td>7</td>
<td>2/20</td>
<td>Class cancelled</td>
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<tr>
<td>8</td>
<td>2/27</td>
<td>Student presentations for assignment 1</td>
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<tr>
<td>9</td>
<td>3/5</td>
<td>Student presentations for assignment 1</td>
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<tr>
<td>10</td>
<td>3/12</td>
<td>SPRING BREAK</td>
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<tr>
<td>11</td>
<td>3/19</td>
<td>Student presentations for assignment 1</td>
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<tr>
<td>12</td>
<td>3/26</td>
<td>Discussion of Poster presentations I</td>
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<tr>
<td>13</td>
<td>4/2</td>
<td>Discussion of Poster presentations II</td>
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<tr>
<td>14</td>
<td>4/9</td>
<td>Time for Individual Meetings</td>
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<tr>
<td>15</td>
<td>4/16</td>
<td>Student presentations: Assignment II / GROUPS 1 and 2 STONE GROUND FLOOR HALL</td>
</tr>
<tr>
<td>16</td>
<td>4/23</td>
<td>Student presentations: Assignment II / GROUPS 3, 4 and 5 STONE GROUND FLOOR HALL</td>
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Extra sessions may be scheduled to accommodate additional presentations.

**PRESENTATION GROUPS:** FN694  SPRING 2008
TBA

**Group instructions:**

Meet once prior to your presentation date to go over your presentations and get group feedback.

Write down your comments on the presentation style and content.

Discuss the comments to help your group mates improve their presentations.

Collect the individual comments, group them by presentation, and hand them to the instructor on the day of the presentation.

E-mail the instructor the final presentations for your group by the evening prior to the presentation date.