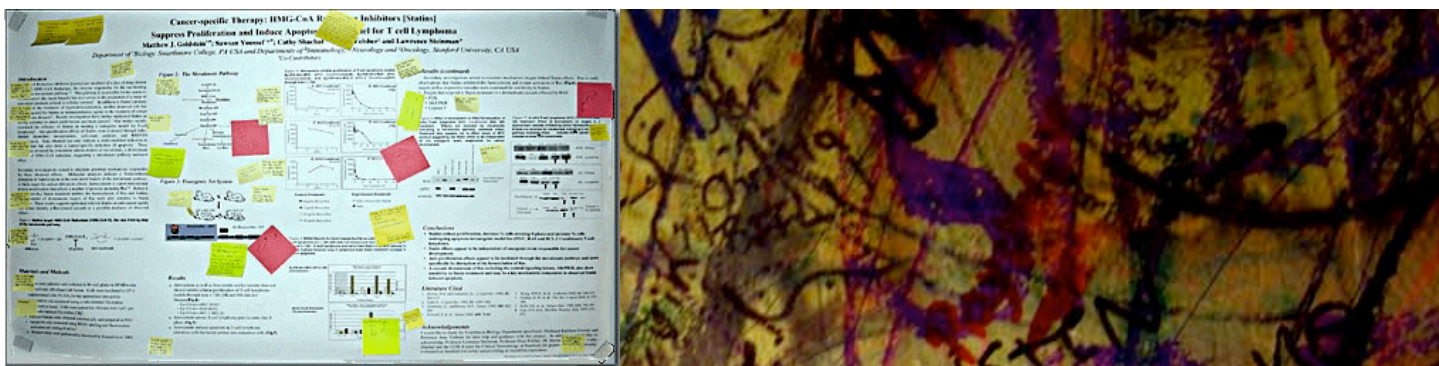


ENGL 288—Posters and Presentations



Course: ENGL 288, Science Posters and Presentations (3 credits)—Section A
Meeting Details: Mondays and Wednesdays from 10:30-11:50 am in NES 113 (Building 16)
Instructor Information:

Instructor: Brian D. Compton, Ph.D.
Office Location: Kwina Building #110
Office Hours: As posted or by appointment
Telephone: 360-392-4321
Fax: 360-392-4333 (Include: "ATTN: Brian Compton, c/o NWIC Enrollment Services")
Email: bcompton@nwic.edu
Blog: <http://blogs.nwic.edu/briansblog/>

Course Description:

Preparation of scientific posters and oral presentations from design to production based on research and in accordance with standard content, design and assessment considerations. Useful for students pursuing science or other technical degree studies involving research projects. Aspects of writing, design and use of Microsoft Word and PowerPoint are emphasized. Suggested prerequisite: ENGL 102 or ENGL 202.

Course Overview and Rationale:

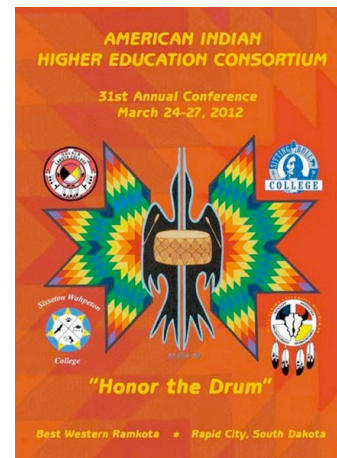
This course will focus on designing and producing scientific posters and materials for oral presentations based on topics and student research involved in the Associate of Arts and Sciences and Bachelor of Science in Native Environmental Science degree programs at Northwest Indian College. Attention to development and assessment guidelines; comparison with previously developed examples; and collaborative analysis, critique and assessment of posters and presentations are included. Comparable skills that are involved in the use of PowerPoint for posters and presentations will be emphasized with a view to how they may be variously applied to products with different characteristics in terms of writing (e.g., grammar, structure, concision, etc.) and design and formatting elements (e.g., static vs. dynamic elements, appropriate use of space, and relationship of text to images). Students who complete the course will have produced a poster or PowerPoint presentations that is suitable for presentation in competitions at conferences such as the AISES (American Indian Science and Engineering) National Conference and the AIHEC (American Indian Higher Education Consortium) Student Conference.

Required Reference for the AIHEC Poster and Oral Presentation Competition 2012:

All Nations Louis Stokes Alliance for Minority Participation. (2012). *Poster and oral showcase for undergraduate research* [Pamphlet]. Retrieved from http://www.ollc.edu/local_links/aihec/ [search the Oglala Lakota College website for "Oral/Poster Guidelines"]

Additional References:

Annotated bibliographies. (2011). *Purdue online writing lab*. Retrieved January 13, 2012, from The Writing Lab and The OWL at Purdue, Purdue University website: <http://owl.english.purdue.edu/owl/resource/614/01/>
Billington, H. L. (2010, December). Poster presentations and peer assessment: Novel forms of evaluation and assessment. *Journal of Biological Education*, 31(3), 218-220. doi:10.1080/00219266.1997.9655566
Ritchison, G. (n.d.). *BIO 801 scientific literature and writing - biology*. Retrieved January 13, 2012, from <http://people.eku.edu/ritchisong/801syl.htm> [source of syllabus and course information with examples of posters and presentations]
Sand-Jensen, K. (2007). How to write consistently boring scientific literature. *Oikos*, 116, 723-727. doi:10.1111/j.2007.0030-1299.15674.x, [downloadable PDF file available at: <www.philippeweil.com/links/BoringWriting.pdf>]
The poster session. (n.d.). *A guide to writing in the biological sciences*. Retrieved January 13, 2012, from Biology Program, George Mason University website: <http://classweb.gmu.edu/WAC/Biology/Poster.htm>



Disclaimer: This syllabus is tentative and subject to change by the instructor.

Recommended Websites—Posters and PowerPoint Considerations (also see briansblog for additional resources):

Resources from AISES (American Indian Science and Engineering Society):

American Indian Science and Engineering Society. (2011). Retrieved January 14, 2012, from American Indian Science and Engineering Society (AISES) website: <http://www.aises.org/>
Undergraduate research presentations. (2011). Retrieved January 14, 2012, from American Indian Science and Engineering Society (AISES) website: <http://www.aises.org/nationalconference/research/undergraduate> [source of poster and oral presentations guidelines for AISES]

Resources from SACNAS (Society for the Advancement of Chicanos and Native Americans in Science)—in order of suggested viewing:

SACNAS. (2011). Retrieved January 14, 2012, from Society for the Advancement of Chicanos and Native Americans in Science website: <http://sacnas.org/>
Writing an effective abstract. (2011, January 3). Retrieved January 14, 2012, from Society for the Advancement of Chicanos and Native Americans in Science website: <http://sacnas.org/content/writing-effective-abstract>
Elements of a successful poster (poster tutorial part 1). (2011, January 3). Retrieved January 14, 2012, from Society for the Advancement of Chicanos and Native Americans in Science website: <http://sacnas.org/content/elements-successful-poster>
Elements of a successful poster (poster tutorial part 2). (2011, January 3). Retrieved January 14, 2012, from Society for the Advancement of Chicanos and Native Americans in Science website: <http://sacnas.org/content/preparing-successful-poster>
Elements of a successful poster (poster tutorial part 3). (2011, January 3). Retrieved January 14, 2012, from Society for the Advancement of Chicanos and Native Americans in Science website: <http://sacnas.org/content/presenting-successful-poster>
Elements of success: All you ever needed to know to get the most out of the SACNAS National Conference. (2011, October 3). Retrieved January 3, 2012, from Society for the Advancement of Chicanos and Native Americans in Science website: <http://sacnas.org/content/elements-successful-poster><http://sacnas.org/content/elements-success-all-you-ever-needed-know-get-most-out-sacnas-national-conference#sessions>
Poster presentation practice & feedback - An Phan. (2011, January 3). Retrieved January 14, 2012, from Society for the Advancement of Chicanos and Native Americans in Science website: <http://sacnas.org/content/poster-presentation-practice-feedback-phan>
Poster presentation practice & feedback - Denise Playdle. (2011, January 3). Retrieved January 14, 2012, from Society for the Advancement of Chicanos and Native Americans in Science website: <http://sacnas.org/content/poster-presentation-practice-feedback-denise-playdle>
Poster presentation practice & feedback - Michelle Herrick. (2011, January 3). Retrieved January 14, 2012, from Society for the Advancement of Chicanos and Native Americans in Science website: <http://sacnas.org/content/poster-presentation-practice-feedback-michelle-herrick>
Poster presentation practice & feedback - Paulina Rodriguez. (2011, January 3). Retrieved January 14, 2012, from Society for the Advancement of Chicanos and Native Americans in Science website: <http://sacnas.org/content/poster-presentation-practice-feedback-paulina-rodriguez>
Poster presentation practice & feedback - Quang Tran. (2011, January 3). Retrieved January 14, 2012, from Society for the Advancement of Chicanos and Native Americans in Science website: <http://sacnas.org/content/poster-presentation-practice-feedback-quang-tran>

Other Resources:

Purrington, C. (2011, September 4). *Designing conference posters.* Retrieved January 13, 2012, from <http://colinpurrington.com/tips/academic/posterdesign> [search within blog for "posters" for additional related posts]
Syrsko, P. (2010, March 10). Evolution of a scientific poster design [parts one-seven] [Web log post]. Retrieved from Propheris Limited: <http://propheris.com/tag/scientific-poster/> [archived seven-part series of blogs on poster creation entitled "From Brief to Finished Product": Part One – The Brief & First Draft, Part Two – Iterations & Focusing, Part Three – Second Draft and some tips on managing creatives, (Part Four, Third Draft at <http://propheris.com/strategy-development/design/evolution-of-a-scientific-poster-design-from-brief-to-finished-product-part-three-third-draft/>) Part Five – Final attempt at unifying devices, Part Six – A New Start with a New Sketch, Part Seven – A Helping Hand]

Suggested Tools and Materials:

- Computer with Microsoft Word and PowerPoint and with Internet access

Course Policies:

1. **Attendance**—Regular attendance and participation are essential to your success in this course. It is your responsibility to attend class meetings regularly and on time. *Multiple unexcused absences may result in grade reductions that will prevent you from passing this course.*
2. **Assignments**—All assignments are to be submitted as indicated by the instructor and in supporting course materials. *I will not accept late assignments without prior approval.*
3. **Electronic Devices (e.g., cell phones and laptop computers)**—Please be sure to reserve cell phone and laptop use for outside of class *unless they are being used with approval and in direct support of your on-task work.*
4. **Email**—I will use your NWIC email address to communicate with you in this course, so *you must access it to receive any messages I send to you via that address.*

College and Course Outcomes:

NWIC Outcomes:

As the result of this course students will be able to ...

1. Write Standard English.

Course Outcomes:

As the result of this course students will be able to ...

1. Analyze and critique scientific posters and PowerPoint presentations.
2. Create a competition-ready scientific poster *or* PowerPoint presentation using competition guidelines.
3. Design a poster *or* give a presentation using PowerPoint.
4. Print a poster *or* give a presentation using PowerPoint.
5. Report on research in a scientific poster *or* PowerPoint presentation (computer and written communication emphasized).
6. Present on research in a scientific poster session *or* oral presentation using PowerPoint (oral communication emphasized).
7. Assess the quality of scientific posters or PowerPoint presentations using rubrics.
8. Utilize feedback for improvement of posters and presentations

Outline/Schedule of Activities:

Week 1:

- Pre-test
- Introductions
- Course overview and syllabus
- Guidelines for the AIHEC Poster and Oral Presentation Competition 2012

Week 2:

- Poster and PowerPoint presentation examples for analysis and critique
- References and resources
- Design and production considerations
- Presentation and assessment considerations

Week 3:

- Workshop development of posters or presentations

Week 4:

- Workshop development of posters or presentations

Week 5:

- Workshop development of posters presentations

Week 6:

- Workshop development of posters or presentations

Week 7:

- Workshop development of posters or presentations

Week 8:

- Workshop development of posters or presentations

Week 9:

- Workshop development of posters or presentations

Week 10:

- Workshop development of posters or presentations

Week 11:

- Completion and presentation of final poster or PowerPoint presentation (competition simulation)
- Self and peer assessment of final poster or PowerPoint presentation
- External assessment of final poster or PowerPoint presentation (competition simulation)
- Final self assessment

Assignments:

1. **Pre-course examination on course outcomes** (0% of final grade)
2. **Reading(s) as assigned** (0% of total grade)
3. **Selection of topic** (0% of total grade) [*Note: This may be based on existing student research projects or the topic of Lakota Ethnobotany may be selected in conjunction with other students' preparation for the AIHEC Traditional Plants Competition 2012.*]
4. **Development of annotated references list** (according to appropriate style guidelines) (5% of total grade)
5. **Analysis and critique of existing posters** (oral and written responses) (5% of total grade)
6. **Production of poster *or* PowerPoint presentation** in appropriate electronic format (40% of total grade)
7. **Printing of final poster *or* PowerPoint presentation** in PDF and plotter output versions (5% of total grade)
8. **Presentation of final poster *or* PowerPoint presentation** (20% of total grade)
9. **Assessment of draft posters *or* PowerPoint presentations** using appropriate rubrics (20% of total grade)
10. **Final Self Assessment** (5% of total grade)

Grading:

- Completion of less than 70% of the requirements generally will not result in a passing grade for this course.
- Completion of 70-79% of the requirements is required for a student to be eligible to earn a grade of C.
- Completion of 80-89% of the requirements is required for a student to be eligible to earn a grade of B.
- Completion of 90-100% of the requirements is required for a student to be eligible to earn a grade of A.

Please also note the following:

- Completion of an assignment does not ensure receipt of full credit for that assignment. I will assess your work for its appropriateness, completeness, quality and relationship to one or more assessment rubrics. All work should be completed by the final class meeting or—with permission of the instructor—by noon of the last day of the quarter.

- Grade qualifiers ("- " or "+") may accompany your final grade depending upon various factors to be determined by your instructor with respect to the quality and promptness of your efforts.
- A grade of "Incomplete" is available only in accordance with details as presented in the *Northwest Indian College Catalog*.
- Grades of "D" and "F" are possible for unsatisfactory or failing performance such as not fulfilling the requirements for C level assignments or failing to submit them when they are due. Except in rare special circumstances, if you have not submitted all your assignments on the established due dates, and within the quarter in which you enrolled in this class, then the highest grade you will be eligible for in the course is a C level grade, and you may receive a lower grade as a result of chronically late assignment submissions or for otherwise not meeting the expectations of the assignments at an appropriate level of academic accomplishment. If you do not clearly understand this grading policy, or if you have questions regarding it, please consult your instructor. For other details regarding grades that are available to you, please consult with Enrollment Services.
- Please feel free to inform me of any special considerations that may impact your ability to successfully complete this course.